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ABSTRACT

This report is based on a national survey of 22,000 public school teachers. The report reveals a growing gap between the school and the home, and the majority of teachers report that the willingness of parents to be involved in their children's education falls below their expectations. In addition to the reporting of national trends, the report allows an opportunity for state-by-state comparison of teacher attitudes on a broad range of topics: current teaching assignments; public school enrollment trends; student achievement and growth; expenditures for education; teacher evaluation; perspectives on methods and curriculum; standards for students; teacher preparation; assessment of education officials; and job satisfaction and morale. It is noted in the foreword to the report that "perhaps most significant in this survey is the frustration teachers feel about their powerlessness in teaching...the majority of teachers are not...asked to particiate in such crucial matters as teacher evaluation, staff development, school budget, and student promotion and retention policies." Technical notes and 83 tables are provided. (JD)

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The Condition of Teaching

A STATE-BY-STATE ANALYSIS, 1988

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THE CONDITION OF TEACHING

A CARNEGIE FOUNDATION TECHNICAL REPORT

The Condition of Teaching

A STATE-BY-STATE ANALYSIS, 1988

WITH A FOREWORD BY

ERNEST L. BOYER

THE CARNEGIE FOUNDATION FOR THE

ADVANCEMENT OF TEACHING

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FOREWORD

By Ernest L. Boyer

In 1983, The Carnegie Foundation for the Advancement of Teaching published its first data-based report on the condition of teaching in America. This report presented state-by-state data and analysis on such issues as teacher salaries and certification requirements, expenditures for education, and school enrollment trends. In 1985, we updated this information in a second report.

This third edition of The Condition of Teaching moves beyond the familiar categories of salaries, educational expenditures and the like, and looks more closely at the interior of the teaching profession. We present basic information reported earlier, so longitudinal comparisons can be made, but we devote most of this new report to working conditions and to the perspectives of teachers on their experiences in the classroom.

The information included in this report has been compiled from our 1987 national survey, the most comprehensive survey of teachers in America ever conducted. Twenty-two thousand teachers from every state responded to questions about students, working conditions, and their participation in decisionmaking. The survey also included questions about parents and principals, and teachers told us how well their expectations for the profession have been met and whether they intend to remain in teaching. At the end, we had an open-ended question. We asked teachers if there was anything else they wanted to say about their work. Half the teachers, 11,000, responded to this invitation and their comments added powerful, even poignant insights into teaching in America today. A rich sampling of these narrative responses will be published in a report to be released next spring.

From the many replies we received in this most recent Carnegie survey, three areas of special importance emerged that must be carefully considered by those concerned about the improvement of education.

The Role of Parents

One of the most revealing parts of our survey is the frustration teachers feel about the lack of support they receive from parents. Teachers repeatedly made the point that in the push for better schools they cannot do the job alone, and yet there is a growing trend to expect schools to do what families, communities, and churches have been unable to accomplish.

Teachers say that parents do not participate sufficiently in their children's education. Overall, nine teachers in ten report that lack of support from parents is a problem at their schools, ranging from 95 percent of Delaware and Hawaii teachers who identify it as a problem, to 84 percent of teachers in South Dakota. And 56 percent of teachers, when asked about their professional expectations, expressed disappointment in the willingness of parents to be involved. More than 60 percent of teachers in several southern states made that assessment. Consider these comments from teachers we surveyed:

> "I'm sick and tired of seeing my bright, achieving first graders fade into the shadows of apathy and trouble by age 10. They need parents who care, who expect and who appreciate. Teachers simply cannot do it all."

> "My main concern with education today is the role and involvement of parents. In my school's community, both parents must work--if a child has both parents at home. . . . Out of twenty-two students, I have had three parents visit the class. Sad!"

Today's parents have less time to engage in the educational progress of their children, and the role of parents in improving American education is an issue the school reform movement has largely overlooked. But if this country is truly concerned about the quality of schools, we must recognize that parents are still the first and most essential teachers and ways must be found to build new partnerships between home and school.

A View of the Student

Another striking feature of these data is the concern teachers have about the social and physical well-being of their students. Large majorities of teachers find poverty, poor health, undernourishment, and neglect to be problems at their schools. They describe their students as "emotionally needy" and "starved for attention and affection." One teacher commented, "Children come to school sick because there is no one at home to care for them, so the teacher does it."

On a related point, nearly 90 percent of teachers say that student apathy is a problem at their school, and 83 percent say that absenteeism is a problem. There is, in the words of one teacher, "a disturbing lack of motivation to learn."

The data and teacher comments suggest that we have not just a school problem, but a youth problem in this nation. Many students move facelessly from class to class and have little serious interaction with adults. Teenagers often lose their identity--starting in junior high--at the very time a sense of belonging is needed most.

Clearly, one of the most urgent challenges schools confront is overcoming this sense of apathy and anonymity among students. Caring parents, concerned communities, and enlightened business leaders all must join with educators to make sure that our children have a sense of identity and purposefulness in life.

The Working Conditions of Teachers

Perhaps most significant in this survey is the frustration teachers feel about their powerlessness in teaching. We found that the majority of teachers are not involved in selecting teachers and administrators at their schools, nor are they asked to participate in such crucial matters as teacher evaluation, staff development, school budgets, and student promotion and retention policies. Said one teacher, "The frustration of teaching is the lack of power and input the teacher has in all the important decisions."

And while teaching is becoming increasingly complex, the conditions within the school itself frustrate teachers and reduce the effectiveness of their work. The facilities and tools they use to teach are far from adequate, and most teachers have

less than one hour in a typical school day to prepare for their total day's teaching effort.

More than half the teachers also say respect for teachers in the community is worse than they expected and more than one-third express disappointment with their opportunities for advancement. Said one teacher:

> "Education is the only profession out of which all others must grow. Yet it is the profession which gets the least recognition for its contributions to society. Perhaps more of the best and brightest would consider teaching as a career if it were accorded the professional status it deserves."

Such recognition includes not only higher salaries, but giving teachers more time to prepare for their teaching responsibilities, more opportunity for professional renewal, and more involvement in key decisions affecting their classrooms and schools.

Obviously, it is vital that teachers have a voice in what they are expected to teach, and it is reassuring that the majority participate in textbook and curriculum decisions. But policies involving staff and students are no less important; teachers should have a larger role in shaping these policies as well.

The good news is that with all of the indignities and frustrations, teachers remain committed to their careers and their students. Most of the teachers we surveyed say they will stay in the profession and most express satisfaction with their jobs. And by a wide margin, teachers say their expectations have been met regarding their ability to help students learn.

In the push for quality education, there is just so much that can be accomplished by directives from above, and in the next phase of school renewal, we must recognize the human element:

- First, partnerships between the family and school must be strengthened.

- Second, we must focus increasingly on the growing needs of students.

- Finally, the working conditions of teachers must be improved, with teachers acting as full partners in the education of our children.

It is here, in these areas, where the push for excellence must now be directed. From the perspectives and insights of those who teach, we can move toward a broader view of achieving educational excellence, one rooted in the full involvement of teachers, students, and their parents in the crusade for excellence for all.

CHAPTER I

Teachers Today: An Overview

Approximately 75,000 more teachers were employed in the public schools in 1987-88 than in 1980-81, and teacher salaries increased nearly 60 percent during the same period. Elementary teachers continue to earn less on average than their counterparts at the secondary level, and nearly half the teachers surveyed by The Carnegie Foundation for the Advancement of Teaching in the 1987 National Survey of Public School Teachers said their financial compensation was worse than they expected when they entered the profession.

On average, teachers surveyed have 16 years' experience and most report having less than one hour in a typical day set aside for preparation.

Numbers of Public School Teachers

The number of public school teachers in the United States has increased 3.4 percent since the start of the decade. The largest increase (25.4 percent) occurred in Utah (Table 1). Other states reporting large increases were Arizona, Nevada, Florida, and Alaska. States showing declines of 5 percent or more include Massachusetts, Wisconsin, Iowa, Alabama, Pennsylvania, Illinois, and Minnesota.

Ten states employ more than half the nation's teachers: California, Texas, New York, Pennsylvania, Illinois, Ohio, Florida, Michigan, New Jersey, and Virginia.

The number of public elementary teachers stood at 1,295,117 in 1987-88, compared with 1,197,391 in 1980-81. The largest percentage increases were reported in several western states, Michigan, and Louisiana (Table 2). Significant declines were seen in Massachusetts (-21.2 percent), Vermont (-15.5 percent), and Alaska (-9.4 percent).

The number of public secondary teachers declined about 3 percent during the first half of the decade but has made a small recovery since then. In 1987-88, there

were 980,092 secondary teachers, a drop of 2.3 percent since 1980-81 (Table 3). Many states reporting large increases in elementary teachers also witnessed the sharpest declines in the number of secondary teachers, among them, New Mexico, Louisiana, Michigan, Montana, and Wyoming. States showing the largest increases in secondary teachers were Alaska (52.8 percent), Texas (22.9 percent), Hawaii (22.0 percent), North Carolina (19.9 percent), and Florida (16.6 percent).

Salaries of Teachers

The average teacher salary for the 1987-88 school year stood at $28,031. The largest increases since 1980-81 occurred in Connecticut, Vermont, New Hampshire, Virginia, Ohio, Georgia, South Carolina, New Jersey, Maine, and Minnesota. States showing the smallest increases were Louisiana, Washington, Hawaii, Alaska, Utah, South Dakota, New Mexico, Oklahoma, West Virginia, and Montana (Table 4).

While elementary teachers earned on average $1,287 less than did secondary teachers in 1987-88, the percentage increase in average salaries paid to the two groups since 1980 is nearly identical (Tables 5 and 6). Of the ten states paying the highest average salaries to elementary teachers in 1987-88, eight were also in the top ten for salaries for secondary teachers. A number of states paid the same average salary to both. Only Florida paid secondary teachers less than it paid to elementary teachers.

Almost half of all teachers say their compensation is worse than they expected it to be when they entered the profession. Only 10 percent view their compensation as better than expected (Table 7).

There is no mistaking the perspective of teachers on the importance of their salary to total family income. Ninety-three percent rate their salary from teaching as important (Table 8).

Teaching Experience

Public school teachers in America have an average of 16 years' experience. One in six teachers has 25 years or more experience. California, Hawaii, Wisconsin, Minnesota, Connecticut, and Iowa have higher percentages of their teachers in the "25 years or more" experience category, according to teachers surveyed. States with

higher proportions of less experienced teachers ("5 years or less") include Arkansas, Montana, Utah, and Texas (Table 9).

Current Teaching Assignment

Twenty-nine percent of all teachers have three or fewer different preparations weekly, but another 28 percent have ten or more such preparations (Table 10). Elementary teachers generally have more preparations each week than their secondary counterparts. Nearly four in ten elementary teachers surveyed report ten or more different preparations. More than half the elementary teachers in North Carolina, Maine, Maryland, and South Dakota report ten or more different preparations (Table 11).

While about half the secondary teachers report one to three different preparations each week, 30 percent of secondary teachers say they have four to six preparations (Table 12). Those states with higher percentages of elementary teachers in the "ten or more" category, also have more than 20 percent of their secondary teachers reporting ten or more preparations: Maine, South Dakota, Maryland, and North Carolina. More than 20 percent of secondary teachers in Illinois, Kentucky, and Tennessee also report ten or more preparations.

Most teachers have less than one hour in a typical school day of formally scheduled preparation time. This is especially true in Hawaii, New Jersey, West Virginia, Delaware, Pennsylvania, and Rhode Island, where at least three-fourths of teachers surveyed report less than one hour set aside for preparation. Twenty-two percent of teachers in California and 20 percent of Maine teachers report having no formally scheduled preparation time (Table 13).

For all teachers surveyed, the mean number of students they work with in a typical day is seventy-nine (Table 14). For elementary teachers only, the mean is sixty, while secondary teachers report working with an average of 114 students daily (Tables 15 and 16). Fifty-four percent of the secondary teachers in Utah and 43 percent of California's secondary teachers say they work with 150 or more students, more than twice the national average of 21 percent.

Reports on class size show modest variation among the states. The mean number of students in a teacher's "most typical class" ranges from nineteen as

reported by teachers in North Dakota, South Dakota, and Vermont to twenty-eight per class in California and Utah. In California, 55 percent of the teachers report having thirty or more students in a typical class (Table 17). Nationwide, more than one-third of teachers surveyed believe that their classes are too large. (Table 18).

Nine in ten teachers work forty or more hours each week (Table 19), and 20 percent report teaching subjects in which they feel unqualified (Table 20). In Utah and Washington, three teachers in ten say they are teaching classes for which they do not feel qualified.

TABLE 1. NUMBER OF PUBLIC SCHOOL TEACHERS: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	2,200,107	2,209,955	2,249,958	2,275,209	—	3.4%
Alabama	39,714	36,971	36,905	36,910	22	-7.1
Alaska	5,224	5,140	6,352	6,230	49	19.3
Arizona	26,200	28,988	30,911	31,911	27	21.8
Arkansas	24,111	23,699	24,901	25,052	32	3.9
California	179,938	186,017	192,366	196,524	1	9.2
Colorado	29,840	29,895	30,705	31,168	28	4.5
Connecticut	33,850	33,125	33,812	34,470	26	1.8
Delaware	5,589	5,745	5,884	5,955	50	6.5
District of Columbia	5,238	5,265	5,656	5,606	51	7.0
Florida	80,285	88,973	91,969	95,857	7	19.4
Georgia	56,970	57,370	57,881	59,415	12	4.3
Hawaii	8,082	8,362	8,350	8,775	43	8.6
Idaho	9,938	10,256	10,217	10,269	40	3.3
Illinois	107,404	102,568	104,357	101,749	5	-5.3
Indiana	53,111	51,971	52,507	53,120	14	0.0
Iowa	32,433	30,897	30,141	30,011	29	-7.5
Kansas	26,371	26,847	27,035	27,321	30	3.6
Kentucky	33,301	33,670	34,351	35,674	23	7.1
Louisiana	42,700	42,610	43,036	43,048	17	0.8
Maine	12,381	12,884	13,221	13,512	38	9.1
Maryland	40,780	37,860	38,800	39,600	20	-2.9
Massachusetts	65,817	56,825	58,066	58,194	13	-11.6
Michigan	80,526	80,240	81,150	82,440	8	2.4
Minnesota	44,103	40,837	41,770	41,836	19	-5.1
Mississippi	25,631	25,610	26,218	26,310	31	2.6
Missouri	49,004	48,113	48,968	49,630	15	1.3
Montana	9,139	9,705	9,754	9,660	41	5.7
Nebraska	16,802	17,574	17,683	17,683	36	5.2
Nevada	6,972	7,751	7,908	8,348	45	19.7
New Hampshire	9,846	10,251	10,300	10,363	39	5.3
New Jersey	76,550	74,236	75,558	75,487	9	-1.4
New Mexico	14,156	14,935	14,831	14,971	37	5.8
New York	167,510	173,400	175,200	176,000	3	5.1
North Carolina	55,343	57,638	58,063	59,718	11	7.9
North Dakota	7,119	7,852	7,736	7,655	46	7.5
Ohio	100,530	95,465	98,949	99,606	6	-0.9
Oklahoma	33,985	36,000	34,800	35,000	24	3.0
Oregon	25,730	25,740	24,615	24,912	33	-3.2
Pennsylvania	109,930	101,665	102,993	102,900	4	-6.4
Rhode Island	9,218	8,755	8,740	8,947	42	-2.9
South Carolina	31,935	34,324	34,690	34,700	25	8.7
South Dakota	8,109	8,153	8,002	8,510	44	4.9
Tennessee	40,940	41,103	42,082	42,490	18	3.8
Texas	161,560	179,800	184,918	187,219	2	15.9
Utah	14,397	17,084	17,381	18,050	35	25.4
Vermont	6,650	6,397	6,410	6,467	48	-2.8
Virginia	58,082	58,667	59,534	60,321	10	3.9
Washington	35,612	36,193	37,098	37,751	21	6.0
West Virginia	21,988	22,733	22,931	22,702	34	3.2
Wisconsin	53,113	46,500	47,039	47,720	16	-10.2
Wyoming	6,350	7,296	7,194	7,442	47	17.2

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 2. NUMBER OF PUBLIC ELEMENTARY SCHOOL TEACHERS: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	1,197,391	1,239,029	1,273,248	1,295,117	—	8.2%
Alabama	20,265	19,280	19,246	19,250	25	-5.0
Alaska	2,819	2,900	2,573	2,555	51	-9.4
Arizona	18,140	21,954	23,183	23,933	18	31.9
Arkansas	11,803	11,592	12,285	12,303	34	4.2
California	104,926	120,495	126,854	132,084	1	25.9
Colorado	14,790	15,977	16,562	15,506	29	4.8
Connecticut	20,350	19,475	20,121	20,851	24	2.5
Delaware	2,496	2,691	2,837	2,910	49	16.6
District of Columbia	3,108	3,212	3,268	3,323	48	6.9
Florida	43,389	48,641	50,472	52,835	7	21.8
Georgia	34,500	35,400	35,742	37,050	10	7.4
Hawaii	4,801	4,470	4,499	4,773	46	-0.6
Idaho	5,274	5,365	5,358	5,399	42	2.4
Illinois	70,133	67,402	68,799	68,066	4	-2.9
Indiana	26,540	26,659	27,263	27,778	15	4.7
Iowa	15,408	14,516	14,332	14,370	32	-6.7
Kansas	14,319	15,146	15,276	15,551	28	8.6
Kentucky	22,085	22,446	23,062	23,509	19	6.4
Louisiana	23,660	27,810	28,903	29,643	13	25.3
Maine	7,724	8,420	8,653	8,728	38	13.0
Maryland	19,190	17,760	18,200	18,576	26	-3.2
Massachusetts	28,497	22,165	22,406	22,456	22	-21.2
Michigan	41,876	52,010	52,570	53,630	6	28.1
Minnesota	20,947	20,110	21,290	21,133	23	0.9
Mississippi	14,131	14,074	14,887	14,849	30	5.1
Missouri	24,381	24,846	24,963	25,203	17	3.4
Montana	5,091	6,563	6,607	6,565	39	29.0
Nebraska	8,543	9,363	9,465	9,515	37	11.4
Nevada	3,579	4,038	4,257	4,579	47	27.9
New Hampshire	5,168	6,063	6,207	6,258	40	21.1
New Jersey	45,325	43,320	44,643	45,066	9	-0.6
New Mexico	6,829	8,068	9,823	9,915	36	45.2
New York	72,860	79,900	82,400	83,800	3	15.0
North Carolina	34,605	33,926	33,679	34,849	12	0.7
North Dakota	4,217	4,934	4,896	4,891	43	16.0
Ohio	56,040	51,805	53,135	54,610	5	-2.6
Oklahoma	17,728	18,450	17,700	17,800	27	0.4
Oregon	15,092	15,710	14,451	14,565	31	-3.5
Pennsylvania	51,770	48,415	49,715	49,700	8	-4.0
Rhode Island	4,673	4,404	4,396	4,881	44	4.5
South Carolina	19,826	22,174	22,540	22,500	21	13.5
South Dakota	5,307	5,607	5,602	5,720	41	7.8
Tennessee	25,241	25,607	26,470	26,500	16	5.0
Texas	89,658	94,720	98,159	98,862	2	10.3
Utah	8,199	10,727	11,032	11,478	35	40.0
Vermont	3,400	2,880	2,900	2,874	50	-15.5
Virginia	34,336	33,724	34,626	35,084	11	2.2
Washington	20,086	19,676	22,375	22,769	20	13.4
West Virginia	12,420	12,607	12,696	13,157	33	5.9
Wisconsin	28,570	26,610	27,200	28,050	14	-1.8
Wyoming	3,276	4,922	4,670	4,865	45	48.5

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 3. NUMBER OF PUBLIC SECONDARY SCHOOL TEACHERS: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	1,002,716	970,926	976,710	980,092	—	-2.3%
Alabama	19,449	17,691	17,659	17,660	19	-9.2
Alaska	2,405	2,240	3,779	3,675	44	52.8
Arizona	8,060	7,034	7,728	7,978	35	-1.0
Arkansas	12,308	12,107	12,616	12,749	27	3.6
California	75,012	65,522	65,512	64,440	3	-14.1
Colorado	15,050	13,918	14,143	15,662	22	4.1
Connecticut	13,500	13,650	13,691	13,619	25	0.9
Delaware	3,093	3,054	3,047	3,045	47	-1.6
District of Columbia	2,130	2,053	2,388	2,283	51	7.2
Florida	36,896	40,332	41,497	43,022	6	16.6
Georgia	22,470	21,970	22,139	22,365	15	-0.5
Hawaii	3,281	3,892	3,851	4,002	42	22.0
Idaho	4,664	4,891	4,859	4,870	38	4.4
Illinois	37,271	35,166	35,558	33,683	8	-9.6
Indiana	26,571	25,312	25,244	25,342	11	-4.6
Iowa	17,025	16,381	15,809	15,641	23	-8.1
Kansas	12,052	11,701	11,759	11,770	30	-2.3
Kentucky	11,216	11,224	11,289	12,165	29	8.5
Louisiana	19,040	14,800	14,153	13,405	26	-29.6
Maine	4,657	4,464	4,568	4,784	39	2.7
Maryland	21,590	20,100	20,600	21,024	16	-2.6
Massachusetts	37,320	34,660	35,660	35,738	7	-4.2
Michigan	38,650	28,230	28,580	28,810	10	-25.5
Minnesota	23,156	20,727	20,480	20,703	17	-10.6
Mississippi	11,500	11,536	11,331	11,461	31	-0.3
Missouri	24,623	23,267	24,005	24,427	14	-0.8
Montana	4,048	3,142	3,147	3,095	46	-23.5
Nebraska	8,259	8,211	8,218	8,168	34	-1.1
Nevada	3,393	3,713	3,651	3,769	43	11.1
New Hampshire	4,678	4,188	4,093	4,105	40	-12.2
New Jersey	31,225	30,916	30,915	30,421	9	-2.6
New Mexico	7,327	6,867	5,008	5,056	37	-31.0
New York	94,650	93,500	92,800	92,200	1	-2.6
North Carolina	20,738	23,712	24,384	24,869	13	19.9
North Dakota	2,902	2,918	2,840	2,764	49	-4.8
Ohio	44,490	43,660	45,814	44,996	5	1.1
Oklahoma	16,257	17,550	17,100	17,200	20	5.8
Oregon	10,638	10,030	10,164	10,347	32	-2.7
Pennsylvania	58,160	53,250	53,278	53,200	4	-8.5
Rhode Island	4,545	4,351	4,344	4,066	41	-10.5
South Carolina	12,109	12,150	12,150	12,200	28	0.8
South Dakota	2,802	2,546	2,400	2,790	48	-0.4
Tennessee	15,699	15,496	15,612	15,990	21	1.9
Texas	71,902	85,080	86,759	88,357	2	22.9
Utah	6,198	6,357	6,349	6,572	36	6.0
Vermont	3,250	3,517	3,510	3,593	45	10.6
Virginia	23,746	24,943	24,908	25,237	12	6.3
Washington	15,526	16,517	14,723	14,982	24	-3.5
West Virginia	9,568	10,126	10,235	9,545	33	-0.2
Wisconsin	24,543	19,890	19,839	19,670	18	-19.9
Wyoming	3,074	2,374	2,524	2,577	50	-16.2

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 4. AVERAGE SALARY OF PUBLIC SCHOOL TEACHERS: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	$17,602	$25,206	$26,534	$28,031	—	59.2%
Alabama	15,205	23,040	23,200	23,320	42	53.4
Alaska	29,048	41,480	39,789	40,424	1	39.2
Arizona	17,201	24,680	25,972	27,388	24	59.2
Arkansas	13,273	19,538	19,904	20,340	50	53.2
California	20,729	29,130	31,219	33,092	5	59.6
Colorado	17,917	25,882	27,387	28,651	19	59.9
Connecticut	17,419	26,610	28,902	33,515	4	92.4
Delaware	18,025	24,624	27,487	29,575	13	64.1
District of Columbia	22,882	33,211	33,767	36,465	2	59.4
Florida	15,406	22,250	23,833	25,382	28	64.8
Georgia	15,445	23,046	24,200	26,177	26	69.5
Hawaii	21,147	25,845	26,815	28,785	17	36.1
Idaho	15,109	20,969	21,480	22,783	44	50.8
Illinois	19,425	26,897	28,238	29,735	11	53.1
Indiana	17,255	24,325	25,547	27,386	25	58.7
Iowa	16,131	21,690	22,615	24,867	30	54.2
Kansas	15,250	22,644	23,427	24,364	32	59.8
Kentucky	15,750	20,948	22,476	24,274	34	54.1
Louisiana	16,557	20,460	20,054	20,885	48	26.1
Maine	13,994	19,583	21,257	23,425	40	67.4
Maryland	18,998	26,804	28,893	30,829	8	62.3
Massachusetts	18,703	26,800	28,410	30,019	10	60.5
Michigan	21,213	30,004	31,500	32,926	6	55.2
Minnesota	17,777	27,360	28,340	29,620	12	66.6
Mississippi	13,017	18,472	19,447	20,669	49	58.8
Missouri	15,421	21,945	23,435	24,703	31	60.2
Montana	15,954	22,482	23,206	23,798	38	49.2
Nebraska	14,882	20,939	22,063	23,246	43	56.2
Nevada	17,700	25,610	26,960	27,600	22	55.9
New Hampshire	13,412	20,263	21,869	24,019	36	79.1
New Jersey	18,245	27,170	28,718	30,778	9	68.7
New Mexico	16,812	21,817	23,850	24,351	33	44.8
New York	21,326	30,490	32,000	33,600	3	57.6
North Carolina	15,858	22,340	23,879	25,073	29	58.1
North Dakota	13,865	20,816	21,284	21,660	47	56.2
Ohio	16,904	25,006	26,288	28,778	18	70.2
Oklahoma	15,182	21,419	21,468	22,006	45	44.9
Oregon	18,047	25,660	26,690	27,780	21	53.8
Pennsylvania	17,890	25,853	27,422	28,961	16	61.9
Rhode Island	20,088	29,470	31,079	32,858	7	63.6
South Carolina	14,353	21,570	23,201	24,241	35	68.9
South Dakota	13,674	18,095	18,781	19,750	51	44.4
Tennessee	15,118	21,384	22,627	23,785	39	57.3
Texas	15,728	24,218	24,908	25,655	27	63.1
Utah	16,864	22,603	23,035	23,882	37	41.6
Vermont	13,006	20,796	21,835	23,397	41	79.9
Virginia	15,535	23,095	25,041	27,436	23	76.6
Washington	21,268	26,209	27,238	27,960	20	31.5
West Virginia	14,948	20,627	21,446	21,736	46	45.4
Wisconsin	17,607	26,347	27,815	29,206	15	65.9
Wyoming	18,718	27,224	28,103	29,378	14	57.0

Source: National Education Association, Estimates of School Statistics, selected years.

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TABLE 5. AVERAGE SALARY OF PUBLIC ELEMENTARY SCHOOL TEACHERS: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	$17,202	$24,667	$25,952	$27,412	—	59.4%
Alabama	14,722	23,040	23,200	23,320	38	58.4
Alaska	28,850	41,240	39,404	40,012	1	38.7
Arizona	16,980	24,530	25,815	27,388	20	61.3
Arkansas	12,900	18,995	19,476	19,650	50	52.3
California	20,441	28,657	30,574	32,378	7	58.4
Colorado	17,450	25,446	26,838	27,973	17	60.3
Connecticut	17,250	26,260	28,460	33,163	3	92.2
Delaware	17,532	23,903	26,656	28,720	13	63.8
District of Columbia	23,000	33,211	33,797	36,465	2	58.5
Florida	15,634	22,696	24,059	25,622	27	63.9
Georgia	15,180	22,660	23,793	25,964	26	71.0
Hawaii	21,607	25,845	26,815	28,785	11	33.2
Idaho	14,790	20,222	20,756	22,041	44	49.0
Illinois	18,696	25,844	27,075	28,456	15	52.2
Indiana	16,818	23,786	25,172	26,666	24	58.6
Iowa	15,480	20,863	21,693	23,888	34	54.3
Kansas	15,185	22,537	23,316	24,364	30	60.4
Kentucky	15,310	20,434	21,921	23,675	36	54.6
Louisiana	16,200	20,160	19,732	20,553	48	26.9
Maine	13,543	19,090	20,761	22,938	40	69.4
Maryland	18,878	26,010	28,036	30,829	8	63.3
Massachusetts	18,488	24,440	25,906	26,913	22	45.6
Michigan	21,040	29,824	31,315	32,719	5	55.5
Minnesota	17,100	26,720	27,690	28,940	10	69.2
Mississippi	12,804	18,181	19,136	20,343	49	58.9
Missouri	15,045	21,186	22,687	23,897	33	58.8
Montana	15,360	21,880	22,600	23,222	39	51.2
Nebraska	14,212	20,020	21,834	22,214	43	56.3
Nevada	17,510	25,090	26,420	26,910	23	53.7
New Hampshire	13,269	20,185	21,925	23,925	32	80.3
New Jersey	17,904	26,970	28,248	30,282	9	69.1
New Mexico	16,560	21,200	23,850	24,351	31	47.0
New York	21,100	29,510	30,850	32,400	6	53.6
North Carolina	15,662	22,251	23,806	24,996	28	59.6
North Dakota	13,720	20,624	21,195	21,572	45	57.2
Ohio	16,470	24,410	26,122	27,959	18	69.8
Oklahoma	14,780	20,805	20,800	21,300	47	44.1
Oregon	17,640	25,240	26,270	27,300	21	54.8
Pennsylvania	17,520	25,653	27,133	28,652	14	63.5
Rhode Island	20,149	29,218	30,768	32,820	4	62.9
South Carolina	13,890	21,009	22,616	23,630	37	70.1
South Dakota	13,518	18,035	18,718	19,620	51	45.1
Tennessee	15,070	21,320	22,570	23,726	35	57.4
Texas	15,331	23,546	24,186	24,912	29	62.5
Utah	16,281	21,910	22,368	22,797	42	40.0
Vermont	12,561	20,316	21,331	22,903	41	82.3
Virginia	15,017	22,305	24,287	26,612	25	77.2
Washington	20,804	25,783	26,818	27,529	19	32.3
West Virginia	14,631	20,457	21,049	21,302	46	45.6
Wisconsin	17,214	25,690	26,898	28,362	16	64.8
Wyoming	18,057	26,669	27,513	28,750	12	59.2

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 6. AVERAGE SALARY OF PUBLIC SECONDARY SCHOOL TEACHERS: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	$18,079	$25,842	$27,243	$28,699	—	58.7%
Alabama	15,708	23,040	23,200	23,320	44	48.5
Alaska	29,280	41,640	40,040	40,718	1	39.1
Arizona	17,700	24,990	26,299	27,388	25	54.7
Arkansas	13,630	20,060	20,320	21,006	50	54.1
California	21,133	29,955	32,333	34,071	5	61.2
Colorado	18,375	26,304	28,032	29,322	17	59.6
Connecticut	17,675	27,210	29,553	34,223	4	93.6
Delaware	18,422	25,257	28,219	30,390	12	65.0
District of Columbia	22,710	33,211	33,797	36,465	2	60.6
Florida	15,138	21,707	23,050	24,548	35	62.2
Georgia	15,851	23,440	24,610	26,554	26	67.5
Hawaii	20,489	25,845	26,815	28,785	19	40.5
Idaho	15,470	21,788	22,278	23,605	43	52.6
Illinois	20,798	28,916	30,487	31,798	8	52.9
Indiana	17,692	24,890	25,953	28,165	24	59.2
Iowa	16,720	22,420	23,423	25,732	28	53.9
Kansas	15,328	22,730	23,517	24,364	36	59.0
Kentucky	16,630	21,976	23,589	25,476	30	53.2
Louisiana	17,000	21,040	20,712	21,608	48	27.1
Maine	14,743	20,513	22,196	24,315	38	64.9
Maryland	19,105	27,650	29,803	30,829	10	61.4
Massachusetts	18,867	27,100	28,726	30,384	13	61.0
Michigan	21,400	30,341	31,858	33,277	6	55.5
Minnesota	18,389	27,960	29,000	30,300	14	64.8
Mississippi	13,278	18,827	19,858	21,093	49	58.9
Missouri	15,794	22,742	24,213	25,536	29	61.7
Montana	16,700	23,660	24,460	24,946	34	49.4
Nebraska	15,575	21,850	21,834	24,245	39	55.7
Nevada	17,900	26,170	27,580	28,430	22	58.8
New Hampshire	13,571	20,335	22,088	24,103	40	77.6
New Jersey	18,739	27,440	29,396	31,513	9	68.2
New Mexico	17,064	22,700	23,850	24,351	37	42.7
New York	21,500	31,320	33,000	34,700	3	61.4
North Carolina	16,185	22,467	23,980	25,179	32	55.6
North Dakota	14,076	21,124	21,435	21,810	47	54.9
Ohio	17,450	25,712	27,501	29,773	16	70.6
Oklahoma	15,620	22,071	22,160	22,700	45	45.3
Oregon	18,625	26,230	27,250	28,300	23	51.9
Pennsylvania	18,220	26,031	27,687	29,245	18	60.5
Rhode Island	20,026	30,335	31,701	32,904	7	64.3
South Carolina	15,110	22,558	24,250	25,337	31	67.7
South Dakota	13,953	18,192	18,881	19,820	51	42.0
Tennessee	15,196	21,491	22,718	23,880	41	57.1
Texas	16,222	24,967	25,716	26,487	27	63.3
Utah	17,635	23,535	24,081	24,967	33	41.6
Vermont	13,472	21,189	22,293	23,804	42	76.7
Virginia	16,285	24,105	26,030	28,522	21	75.1
Washington	21,868	26,715	27,897	28,636	20	30.9
West Virginia	15,359	20,839	21,940	22,335	46	45.4
Wisconsin	18,064	27,169	28,571	29,972	15	65.9
Wyoming	19,422	28,375	29,195	30,566	11	57.4

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 7. HOW WELL HAVE YOUR EXPECTATIONS WITH REGARD TO FINANCIAL COMPENSATION BEEN MET?

	BETTER THAN I EXPECTED	ABOUT WHAT I EXPECTED	WORSE THAN I EXPECTED
ALL TEACHERS	10%	41%	49%
Alaska	40	34	25
Wyoming	26	44	30
Rhode Island	25	53	22
Michigan	18	47	36
Connecticut	17	40	43
Colorado	15	45	40
Ohio	14	49	37
Minnesota	13	49	37
Pennsylvania	13	46	41
South Carolina	13	46	41
Wisconsin	13	44	44
Illinois	12	37	51
Maryland	11	37	52
New York	11	43	46
Texas	11	42	48
Delaware	10	45	45
Nevada	10	41	49
Oregon	10	49	41
Virginia	10	45	45
Georgia	9	39	52
Kentucky	9	42	49
Maine	9	42	49
Missouri	9	41	50
New Jersey	9	43	48
Alabama	8	46	46
Arizona	8	42	50
California	8	41	51
Washington	8	41	51
Massachusetts	7	46	47
Montana	7	42	50
Vermont	7	42	51
Arkansas	6	34	60
Hawaii	6	41	53
Indiana	6	44	50
Kansas	6	44	49
Mississippi	6	29	65
Nebraska	6	39	55
New Mexico	6	34	60
North Carolina	5	37	57
Tennessee	5	35	60
Florida	4	43	53
Iowa	4	37	59
New Hampshire	4	38	57
Oklahoma	4	35	61
Utah	4	31	65
Louisiana	3	26	71
North Dakota	3	40	57
South Dakota	3	32	65
West Virginia	3	30	67
Idaho	2	31	67

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 8. HOW IMPORTANT IS YOUR TEACHING SALARY TO YOUR TOTAL FAMILY INCOME?

	IMPORTANT	NOT VERY IMPORTANT
ALL TEACHERS	93%	7%
Montana	96	4
Nevada	96	4
South Dakota	96	4
Colorado	95	5
Maine	95	5
Minnesota	95	5
Ohio	95	5
Oregon	95	5
Washington	95	5
Idaho	94	6
Illinois	94	6
Iowa	94	6
Maryland	94	6
Nebraska	94	6
New Mexico	94	6
Oklahoma	94	6
Rhode Island	94	6
Texas	94	6
West Virginia	94	6
Alaska	93	7
Arkansas	93	7
Hawaii	93	7
Massachusetts	93	7
Missouri	93	7
New York	93	7
North Dakota	93	7
Pennsylvania	93	7
Utah	93	7
Wisconsin	93	7
Wyoming	93	7
Alabama	92	8
Connecticut	92	8
Georgia	92	8
Indiana	92	8
Louisiana	92	8
Michigan	92	8
North Carolina	92	8
Tennessee	92	8
Arizona	91	9
California	91	9
Florida	91	9
Mississippi	91	9
Vermont	91	9
Delaware	90	10
Kentucky	90	10
New Hampshire	90	10
New Jersey	90	10
Virginia	90	10
Kansas	89	11
South Carolina	89	11

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 9. HOW MANY YEARS HAVE YOU BEEN TEACHING?

	MEAN	5 YEARS OR LESS	6 TO 15 YEARS	16 TO 24 YEARS	25 YEARS OR MORE
ALL TEACHERS	16	10%	40%	34%	16%
Hawaii	19	8	20	47	25
California	18	9	32	33	26
Connecticut	18	4	31	43	21
Iowa	18	8	34	36	21
Massachusetts	18	5	33	43	19
Michigan	18	4	32	44	19
Minnesota	18	6	34	38	22
New York	18	8	27	46	19
Rhode Island	18	3	34	43	20
Wisconsin	18	6	33	38	23
Delaware	17	8	32	41	19
Illinois	17	8	38	38	17
Maryland	17	4	39	44	12
New Jersey	17	6	36	41	17
Pennsylvania	17	5	34	44	17
Florida	16	10	41	30	18
Indiana	16	12	40	32	16
South Dakota	16	15	42	23	20
Virginia	16	10	45	32	14
Alabama	15	10	50	29	11
Arizona	15	12	48	27	14
Colorado	15	13	38	35	14
Kansas	15	13	43	29	16
Kentucky	15	13	41	34	12
Louisiana	15	9	47	33	11
Maine	15	8	45	37	10
Mississippi	15	11	46	30	12
Nebraska	15	12	47	26	16
Nevada	15	11	45	29	15
New Mexico	15	11	43	30	16
North Carolina	15	9	48	30	12
North Dakota	15	15	48	22	15
Ohio	15	7	45	35	13
Oregon	15	11	46	30	13
Tennessee	15	11	47	32	11
Vermont	15	13	45	29	13
Washington	15	10	43	34	13
West Virginia	15	8	53	29	10
Arkansas	14	19	44	27	10
Georgia	14	13	48	28	11
Idaho	14	14	50	26	11
Missouri	14	14	44	30	12
New Hampshire	14	9	51	30	9
South Carolina	14	15	49	26	11
Utah	14	18	45	25	12
Wyoming	14	11	50	27	12
Alaska	13	13	49	32	6
Montana	13	18	43	31	8
Oklahoma	13	12	52	29	6
Texas	13	17	48	24	11

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 10. HOW MANY DIFFERENT PREPARATIONS DO YOU HAVE EACH WEEK?

	ONE TO THREE	FOUR TO SIX	SEVEN TO NINE	TEN OR MORE
ALL TEACHERS	29%	31%	12%	28%
Alabama	32	37	9	22
Alaska	20	35	14	31
Arizona	21	39	15	25
Arkansas	29	36	9	26
California	26	26	12	36
Colorado	26	33	12	29
Connecticut	26	32	12	30
Delaware	29	35	7	29
Florida	43	25	12	20
Georgia	32	31	14	23
Hawaii	32	37	14	17
Idaho	29	27	18	26
Illinois	22	26	16	36
Indiana	26	35	11	28
Iowa	25	33	12	30
Kansas	21	34	15	30
Kentucky	21	25	16	38
Louisiana	31	29	20	20
Maine	15	31	10	44
Maryland	27	25	9	39
Massachusetts	34	35	9	22
Michigan	30	30	14	26
Minnesota	28	26	12	34
Mississippi	39	38	8	15
Missouri	25	32	11	32
Montana	20	27	14	39
Nebraska	21	33	18	28
Nevada	29	37	13	21
New Hampshire	29	29	9	33
New Jersey	28	40	12	20
New Mexico	36	31	13	20
New York	34	35	8	23
North Carolina	23	24	11	42
North Dakota	17	27	19	37
Ohio	30	28	18	24
Oklahoma	22	39	15	24
Oregon	21	37	14	28
Pennsylvania	29	35	8	28
Rhode Island	33	30	12	25
South Carolina	27	32	12	29
South Dakota	14	29	14	43
Tennessee	23	27	12	38
Texas	37	25	18	21
Utah	27	27	13	33
Vermont	22	38	10	30
Virginia	30	29	9	32
Washington	28	30	10	32
West Virginia	27	31	13	29
Wisconsin	26	31	14	29
Wyoming	18	35	15	32

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 11. ELEMENTARY TEACHERS: HOW MANY DIFFERENT PREPARATIONS DO YOU HAVE EACH WEEK?

	ONE TO THREE	FOUR TO SIX	SEVEN TO NINE	TEN OR MORE
ALL ELEMENTARY TEACHERS	13%	31%	19%	37%
Alabama	13	42	16	29
Alaska	9	32	16	43
Arizona	12	41	18	29
Arkansas	15	37	13	35
California	9	25	16	50
Colorado	10	32	17	41
Connecticut	13	34	17	36
Delaware	9	36	12	43
Florida	19	33	19	29
Georgia	20	33	20	27
Hawaii	9	40	25	26
Idaho	6	26	30	38
Illinois	13	24	21	42
Indiana	10	38	16	36
Iowa	9	31	18	42
Kansas	8	31	22	39
Kentucky	10	25	20	45
Louisiana	21	29	27	23
Maine	10	24	13	53
Maryland	14	23	12	51
Massachusetts	13	41	14	32
Michigan	14	33	19	34
Minnesota	7	27	19	47
Mississippi	21	49	12	18
Missouri	8	30	17	45
Montana	11	23	18	48
Nebraska	6	28	26	40
Nevada	13	39	17	31
New Hampshire	19	24	14	43
New Jersey	12	43	18	27
New Mexico	23	30	21	26
New York	14	42	11	33
North Carolina	7	22	17	54
North Dakota	9	20	25	46
Ohio	11	28	28	33
Oklahoma	10	35	23	32
Oregon	10	36	18	36
Pennsylvania	9	37	13	41
Rhode Island	12	32	20	36
South Carolina	15	33	17	35
South Dakota	7	24	18	51
Tennessee	9	26	16	49
Texas	20	27	26	27
Utah	15	21	19	45
Vermont	12	28	14	46
Virginia	12	31	14	43
Washington	13	25	16	46
West Virginia	12	25	21	42
Wisconsin	10	32	20	38
Wyoming	10	35	17	38

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 12. SECONDARY TEACHERS: HOW MANY DIFFERENT PREPARATIONS DO YOU HAVE EACH WEEK?

	ONE TO THREE	FOUR TO SIX	SEVEN TO NINE	TEN OR MORE
ALL SECONDARY TEACHERS	52%	30%	4%	14%
Alabama	54	32	1	13
Alaska	33	40	10	17
Arizona	49	32	4	15
Arkansas	43	37	4	16
California	57	32	2	9
Colorado	48	35	5	12
Connecticut	46	31	3	20
Delaware	50	31	3	16
Florida	73	16	4	7
Georgia	56	27	3	14
Hawaii	60	34	1	5
Idaho	52	30	6	12
Illinois	41	30	5	24
Indiana	47	35	3	15
Iowa	41	38	5	16
Kansas	39	40	4	17
Kentucky	46	27	6	21
Louisiana	51	34	4	11
Maine	25	45	4	26
Maryland	46	26	6	22
Massachusetts	47	31	7	15
Michigan	60	29	4	7
Minnesota	51	27	3	19
Mississippi	21	49	12	18
Missouri	44	35	4	17
Montana	39	40	6	15
Nebraska	40	39	9	12
Nevada	50	35	6	9
New Hampshire	46	39	1	14
New Jersey	53	35	1	11
New Mexico	56	32	2	10
New York	53	27	4	16
North Carolina	47	26	5	22
North Dakota	32	45	4	19
Ohio	53	29	5	13
Oklahoma	37	42	8	13
Oregon	39	44	5	12
Pennsylvania	46	36	3	15
Rhode Island	56	28	5	11
South Carolina	52	30	3	15
South Dakota	34	39	4	23
Tennessee	48	29	2	21
Texas	63	21	4	12
Utah	48	39	3	10
Vermont	32	44	7	17
Virginia	55	27	1	17
Washington	48	36	2	14
West Virginia	45	40	3	12
Wisconsin	50	29	4	17
Wyoming	40	39	9	12

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 13. HOW MUCH FORMALLY SCHEDULED PREPARATION TIME DO YOU HAVE DURING A TYPICAL SCHOOL DAY?

	NONE	LESS THAN ONE HOUR	ONE HOUR	TWO HOURS OR MORE
ALL TEACHERS	7%	60%	27%	7%
California	22	49	24	5
Maine	20	64	14	2
Louisiana	19	49	28	3
Utah	15	53	23	8
Idaho	14	58	24	4
North Carolina	12	58	26	3
Virginia	12	59	24	5
Alaska	11	63	20	5
Kentucky	11	64	23	2
New Hampshire	11	68	14	6
Oklahoma	11	54	32	3
Arkansas	10	62	25	3
Georgia	10	54	30	7
New Mexico	10	57	29	4
Illinois	9	65	20	6
Vermont	9	64	20	6
Nevada	8	68	21	3
Tennessee	8	61	27	4
Connecticut	7	73	14	5
Massachusetts	7	65	20	8
Mississippi	7	54	34	5
Wyoming	7	69	20	5
Michigan	6	60	29	4
Montana	6	60	26	8
South Dakota	6	60	25	9
Hawaii	5	83	11	2
New York	5	65	21	9
Rhode Island	5	75	15	4
Alabama	4	60	34	2
Arizona	4	54	33	9
Kansas	4	60	32	4
Nebraska	4	62	27	8
North Dakota	4	57	31	8
Oregon	4	53	29	14
Washington	4	63	30	4
Indiana	3	62	30	5
Iowa	3	58	34	6
Maryland	3	60	29	8
New Jersey	3	78	13	6
South Carolina	3	64	29	4
Colorado	2	63	25	10
Florida	2	39	43	16
Minnesota	2	46	42	10
Missouri	2	62	33	3
Ohio	2	71	22	5
Pennsylvania	2	75	16	6
West Virginia	2	78	18	3
Delaware	1	76	20	3
Texas	1	51	40	8
Wisconsin	1	48	35	15

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 14. HOW MANY STUDENTS DO YOU WORK WITH IN A TYPICAL DAY?

	MEAN	LESS THAN 50	50 TO 99	100 TO 149	150 OR MORE
ALL TEACHERS	79	43%	21%	23%	13%
Maryland	95	30	24	27	19
Minnesota	95	31	23	27	19
Pennsylvania	95	30	21	30	19
Indiana	93	34	18	29	19
Alabama	92	37	16	29	18
Delaware	90	34	19	31	16
Mississippi	90	28	28	33	11
Missouri	90	37	20	27	16
Florida	89	42	13	22	23
Utah	89	38	25	15	22
Nevada	87	46	12	21	21
Ohio	87	40	19	24	17
Colorado	86	36	25	25	14
Georgia	84	43	18	23	16
Wisconsin	84	37	23	26	13
Arkansas	83	37	22	29	12
Kentucky	83	45	21	21	13
West Virginia	83	44	14	26	16
Iowa	82	35	28	28	9
Hawaii	80	43	19	23	15
Idaho	80	45	17	23	15
Michigan	80	48	14	24	14
New Mexico	80	46	17	22	15
Tennessee	80	46	18	22	14
Nebraska	79	42	29	17	12
Washington	79	45	17	24	14
Massachusetts	77	32	32	30	6
Oregon	77	48	21	19	12
Texas	77	42	22	25	11
New York	76	38	27	26	9
Illinois	75	50	20	18	12
Louisiana	75	44	22	21	13
North Carolina	75	47	17	26	10
Oklahoma	74	41	26	24	9
South Carolina	73	43	23	25	9
Virginia	73	44	22	26	8
Alaska	72	55	15	18	12
California	72	56	16	13	15
Kansas	70	48	25	18	9
Rhode Island	68	42	28	25	5
Vermont	68	42	36	19	3
Connecticut	66	48	28	19	5
New Hampshire	64	48	26	22	4
Arizona	63	57	20	12	11
New Jersey	63	55	22	17	6
Maine	58	54	24	18	4
South Dakota	58	61	21	12	6
Wyoming	58	61	20	13	6
North Dakota	57	61	18	16	5
Montana	54	65	15	15	5

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 15. ELEMENTARY TEACHERS: HOW MANY STUDENTS DO YOU WORK WITH IN A TYPICAL DAY?

	MEAN	LESS THAN 50	50 TO 99	100 TO 149	150 OR MORE
ALL ELEMENTARY TEACHERS	60	64%	19%	8%	9%
Mississippi	75	40	34	16	10
Indiana	74	54	18	12	16
Maryland	74	48	26	12	14
Minnesota	74	53	27	7	13
Missouri	73	58	19	9	14
Colorado	71	54	26	9	11
Wisconsin	70	55	22	9	14
Delaware	69	58	15	13	14
Kentucky	69	60	20	8	12
Pennsylvania	68	54	25	11	10
Iowa	67	56	24	11	9
Nebraska	67	60	25	4	11
Alabama	66	61	18	10	11
Ohio	66	61	18	7	14
Georgia	65	43	18	23	16
Illinois	64	65	17	7	11
Florida	63	66	12	9	13
Oregon	63	67	18	5	10
Texas	63	57	23	10	10
Arkansas	62	60	21	10	9
Alaska	61	72	10	6	12
Massachusetts	61	58	19	16	7
Michigan	61	67	14	9	10
Nevada	60	72	12	3	13
New York	60	63	14	11	12
Oklahoma	60	62	20	9	9
Utah	60	55	29	11	5
Louisiana	59	59	22	11	8
Tennessee	59	63	21	8	8
Kansas	58	67	17	6	10
South Carolina	58	58	22	12	8
Virginia	58	65	19	7	9
West Virginia	58	70	10	8	12
New Mexico	57	71	13	6	10
Connecticut	54	67	17	8	8
Washington	53	71	15	6	8
Hawaii	51	69	21	7	3
Arizona	49	69	21	4	6
Idaho	49	75	14	5	6
North Carolina	49	71	15	8	6
South Dakota	49	72	17	4	7
New Hampshire	48	68	18	10	4
Rhode Island	48	69	16	10	5
New Jersey	47	76	13	5	6
Vermont	47	66	20	11	3
Wyoming	47	73	15	7	5
California	46	77	17	3	3
Maine	43	73	17	7	3
North Dakota	43	79	10	7	4
Montana	39	83	9	5	3

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 16. SECONDARY TEACHERS: HOW MANY STUDENTS DO YOU WORK WITH IN A TYPICAL DAY?

	MEAN	LESS THAN 50	50 TO 99	100 TO 149	150 OR MORE
ALL SECONDARY TEACHERS	114	9%	25%	45%	21%
Utah	144	6	18	22	54
California	133	10	14	33	43
Georgia	132	3	15	50	32
Florida	129	4	15	42	39
Tennessee	129	6	13	52	29
Alabama	128	5	15	51	29
Michigan	127	2	15	59	24
Pennsylvania	127	4	18	50	28
Maryland	126	6	20	46	28
Ohio	126	5	20	49	26
Minnesota	125	4	18	50	28
Nevada	125	9	12	46	33
Idaho	124	6	19	47	28
Kentucky	124	6	21	52	21
Indiana	123	3	19	53	25
West Virginia	123	4	17	52	27
Delaware	122	3	23	53	21
Hawaii	121	8	18	43	31
Washington	121	5	19	50	26
North Carolina	120	6	21	56	17
Louisiana	119	7	22	44	27
Arizona	117	13	16	38	33
New Mexico	117	11	22	42	25
Missouri	116	8	23	48	21
Colorado	113	8	25	47	20
Wisconsin	113	6	24	55	15
Illinois	112	9	27	45	19
Arkansas	111	8	24	50	18
Mississippi	110	10	19	58	13
Oregon	110	9	26	47	18
South Carolina	108	7	27	53	13
Virginia	105	7	29	55	9
Iowa	103	8	34	48	10
Texas	103	17	22	45	16
Nebraska	102	15	34	36	15
Wyoming	100	15	38	36	11
Oklahoma	99	12	33	44	11
Montana	98	17	33	41	9
Kansas	96	15	38	37	10
New Hampshire	96	8	43	45	4
New York	96	9	40	42	9
Maine	95	8	41	46	5
North Dakota	95	19	32	41	8
Massachusetts	94	9	42	43	6
New Jersey	93	18	37	37	8
Rhode Island	93	9	43	43	5
Alaska	92	24	27	36	13
Vermont	92	12	52	32	4
Connecticut	91	10	48	39	3
South Dakota	89	21	36	34	9

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 17. HOW MANY STUDENTS ARE IN THE MOST TYPICAL CLASS YOU TEACH?

	MEAN	LESS THAN 10	10 TO 19	20 TO 29	30 TO 39	40 OR MORE
ALL TEACHERS	23	4%	16%	64%	15%	1%
California	28	2	5	38	53	2
Utah	28	1	5	49	44	1
Alabama	26	2	8	61	26	2
Florida	26	4	8	58	29	2
Hawaii	26	5	7	61	27	1
Nevada	26	6	7	61	25	2
Arizona	25	5	10	65	19	2
Georgia	25	2	9	74	14	2
Maryland	25	3	8	66	22	1
Michigan	25	3	8	66	21	1
Minnesota	25	2	11	69	16	2
North Carolina	25	2	5	83	10	0
Tennessee	25	4	8	65	22	1
Washington	25	3	10	68	18	1
Idaho	24	3	12	67	17	1
Kentucky	24	4	10	72	13	2
Louisiana	24	3	13	71	13	0
Mississippi	24	2	10	71	16	1
Ohio	24	4	14	76	4	2
Colorado	23	6	15	69	10	1
Delaware	23	5	15	72	8	1
Illinois	23	3	21	59	16	0
Indiana	23	3	18	69	8	0
New Mexico	23	5	14	72	8	1
Oregon	23	4	15	75	5	1
Pennsylvania	23	4	14	73	9	0
South Carolina	23	2	18	73	6	0
Arkansas	22	5	19	68	6	1
Missouri	22	6	18	66	18	1
New York	22	8	15	69	7	1
Rhode Island	22	3	17	78	1	1
Texas	22	4	24	61	10	1
Virginia	22	5	16	71	7	1
Wisconsin	22	7	14	74	3	2
Alaska	21	8	25	60	7	0
Iowa	21	7	29	58	6	1
Massachusetts	21	3	25	67	3	1
New Hampshire	21	5	27	65	2	1
Oklahoma	21	6	28	59	5	1
West Virginia	21	4	22	71	3	1
Connecticut	20	6	34	60	0	0
Kansas	20	5	37	53	4	1
Maine	20	3	26	71	1	0
Montana	20	9	27	61	2	1
Nebraska	20	8	32	53	5	1
New Jersey	20	7	28	60	3	1
Wyoming	20	7	34	56	1	1
North Dakota	19	13	32	51	3	1
South Dakota	19	10	32	55	2	1
Vermont	19	4	40	54	1	0

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 18. IS YOUR MOST TYPICAL CLASS TOO LARGE, ABOUT RIGHT, OR TOO SMALL?

	TOO LARGE	ABOUT RIGHT	TOO SMALL
ALL TEACHERS	30%	62%	1%
California	66	33	2
Utah	58	41	1
Hawaii	55	44	1
Tennessee	53	45	1
Florida	49	50	1
Nevada	48	50	2
Michigan	47	52	1
North Carolina	47	53	1
Minnesota	44	55	1
Washington	44	54	2
Arizona	43	56	2
Maryland	41	59	1
Alabama	38	61	1
Idaho	38	59	2
Pennsylvania	38	62	0
Delaware	37	63	0
Georgia	37	63	1
Kentucky	37	62	1
Indiana	35	65	0
Louisiana	34	64	1
Ohio	34	65	1
Oregon	33	65	2
Rhode Island	33	66	0
Virginia	33	67	1
Mississippi	32	66	2
Missouri	32	67	1
New Mexico	32	66	2
Colorado	31	67	2
Illinois	31	67	2
New York	31	67	2
Arkansas	29	71	1
South Carolina	29	70	2
Wisconsin	29	69	2
Maine	28	70	3
Massachusetts	27	71	2
Connecticut	26	74	0
New Hampshire	26	73	1
Alaska	25	74	2
New Jersey	25	74	1
Oklahoma	25	72	3
Montana	24	72	4
Texas	24	74	1
Vermont	23	76	1
Nebraska	21	74	5
Iowa	20	79	1
Kansas	20	77	3
South Dakota	20	77	3
West Virginia	20	78	2
Wyoming	20	76	4
North Dakota	19	74	7

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 19. HOW MANY HOURS PER WEEK, INCLUDING TIME INSIDE AND OUTSIDE OF SCHOOL, DO YOU TYPICALLY SPEND ON YOUR JOB?

	LESS THAN 40 HOURS	40 TO 59 HOURS	60 HOURS OR MORE
ALL TEACHERS	11%	78%	11%
Rhode Island	28	70	2
New Jersey	23	72	6
Connecticut	21	72	7
Massachusetts	20	73	7
New York	19	72	9
Louisiana	17	72	10
Kentucky	15	77	8
Hawaii	14	72	14
Michigan	14	79	7
Pennsylvania	14	81	5
Nevada	13	76	11
New Mexico	12	76	12
Ohio	12	78	10
West Virginia	12	75	12
South Carolina	11	80	9
Alabama	10	83	7
Delaware	10	78	11
Florida	10	82	8
Illinois	10	76	14
Mississippi	10	81	9
Missouri	10	78	11
Oklahoma	10	77	13
Utah	10	79	11
Vermont	10	80	10
Colorado	9	78	13
Indiana	9	78	13
Kansas	9	78	12
North Dakota	9	78	13
Tennessee	9	80	11
Virginia	9	80	11
Wisconsin	9	82	9
Arkansas	8	82	11
California	8	75	16
Maine	8	80	12
Minnesota	8	81	11
New Hampshire	8	80	11
South Dakota	8	77	15
Arizona	7	82	11
Iowa	7	78	15
Maryland	7	79	15
Nebraska	7	78	15
Alaska	6	80	15
Georgia	6	80	14
Idaho	6	81	12
Montana	6	84	10
Oregon	6	78	16
Texas	6	79	16
Washington	6	83	10
Wyoming	6	81	12
North Carolina	5	82	13

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 20. ARE YOU NOW ASSIGNED TO TEACH SUBJECTS IN WHICH YOU FEEL UNQUALIFIED?

	YES	NO
ALL TEACHERS	20%	80%
Utah	30	70
Washington	30	70
Alaska	29	71
Hawaii	29	71
California	28	72
Arizona	25	75
Kentucky	25	75
Minnesota	25	75
Georgia	24	76
Colorado	23	77
West Virginia	23	77
Idaho	22	78
Michigan	22	78
Virginia	22	78
New Mexico	21	79
Oklahoma	21	79
South Dakota	21	79
Alabama	20	80
Arkansas	20	80
Louisiana	20	80
Maryland	20	80
Nevada	20	80
New Jersey	20	80
North Carolina	20	80
Ohio	20	80
Oregon	20	80
Indiana	19	81
Tennessee	19	81
Texas	19	81
Vermont	19	81
Illinois	18	82
Iowa	18	82
Massachusetts	18	82
Nebraska	18	82
North Dakota	18	82
Maine	17	83
Mississippi	17	83
South Carolina	17	83
Wisconsin	17	83
Florida	16	84
Kansas	16	84
Rhode Island	16	84
Wyoming	16	84
Connecticut	15	85
Missouri	15	85
Pennsylvania	15	85
Montana	14	86
New York	14	86
Delaware	13	87
New Hampshire	12	88

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER II

A Look At Students

Enrollment in public secondary schools consistently has declined during this decade, while elementary enrollment has increased overall. Beyond these enrollment trends, however, are some revealing data on how teachers view their students.

Teachers report a number of problems among students, including apathy, poor health, and a lack of support from parents. They express only modest levels of satisfaction with student growth in several areas of learning, but overwhelmingly disagree with the notion that their schools cannot reasonably expect to graduate more than 75 percent of their students.

Public School Enrollment Trends

After a decline in enrollment in the early 1980s, the number of students attending public schools has risen in recent years (Table 21). Enrollment in a few states has increased 10 percent or more during the decade: Arizona, Utah, Alaska, Nevada, Texas, and California. States with enrollment decreases of 10 percent or more include Massachusetts, Connecticut, Pennsylvania, New Jersey, Michigan, and West Virginia.

Elementary school enrollment (Table 22) increased 3.4 percent from 1980-81 to 1987-88, with thirty-three states reporting an increase. Utah, Mississippi, Arizona, Nevada, Alaska, and Texas all had increases of 15 percent or more since 1980-81. Only Massachusetts (-24.2 percent) had a decrease of similar magnitude during the same period.

Forty states have recorded declines in enrollment of secondary students since 1980-81 (Table 23). Only Arizona (18.7 percent) and Alaska (12.3 percent) have shown a significant increase. Decreases of 20 percent or more occurred in Michigan, Mississippi, Tennessee, Utah, New Jersey, Connecticut, and Rhode Island.

Three in ten public school students are minorities, more than half of whom are black and one-third Hispanic (Table 24). In Hawaii, New Mexico, and Mississippi, minority students make up more than half the total student population.

Challenges in the Classroom

A majority of teachers surveyed identify disruptive behavior, absenteeism, student turnover, apathy, and lack of parental support as problems at their schools (Tables 25-29). Nearly nine in ten teachers report disruptive behavior is a problem and 83 percent say absenteeism is a problem. Student apathy is identified as a problem by at least eight in ten teachers in every state and the same holds true for support received from parents.

Almost 70 percent of the nation's teachers identify theft and vandalism as problems at their schools (Tables 30 and 31). States ranking high in theft and vandalism also tend to rank high in the percentages of teachers reporting violence as a problem at their schools (Tables 32 and 33). Forty-four percent of all teachers say student violence is a problem, and violence against teachers is seen as a problem by one-fourth of all teachers in the survey. More than one-third of the teachers also report that racial discord is a problem (Table 34).

About half the teachers say alcohol and other drugs are problems at their schools (Tables 35 and 36).

Children at Risk

Though poverty is often considered to occur in "pockets," 94 percent of teachers surveyed estimate that at least some of their students are living in homes where the family income is below the poverty line. Twenty-two percent report that more than a quarter of their students are living in poverty (Table 37).

Of the problem conditions considered in the Carnegie survey, abused or neglected children ranks second only to a lack of parental support in the opinion of the nation's teachers. Almost nine in ten teachers list abuse and neglect as a problem in their schools (Table 38).

In the view of seven in ten teachers surveyed, poor health and undernourishment are also problems among students (Tables 39 and 40). In no state do fewer than half the teachers see these conditions as a problem at their schools. Not surprisingly, states with the largest percentages of teachers reporting poor health as a problem (top 25 percent) also tend to rank high in the percentage of teachers who say undernourishment is a problem.

Student Achievement and Growth

Just slightly more than half the teachers surveyed report satisfaction with student growth in problem solving, writing, and independence in learning (Table 41). Student progress in general language skills is given a somewhat higher satisfaction rating of 71 percent by the nation's teachers.

Teachers in seventeen states report satisfaction levels regarding student growth higher than the national average in all four skill areas. These states are Alaska, California, Colorado, Connecticut, Idaho, Michigan, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, South Dakota, Utah, Vermont, Washington, Wisconsin, and Wyoming.

Teacher satisfaction levels rank above the national average in three of the four skill areas in eight other states: Arizona, Kansas, Kentucky, Maine, Minnesota, Oregon, Tennessee, and Texas.

About eight in ten teachers express disagreement with the statement that "schools cannot really expect to graduate more than 75 percent of all students." The level of disagreement ranges from 69 percent in Louisiana to 92 percent in Minnesota and North Dakota (Table 42).

TABLE 21. PUBLIC SCHOOL ENROLLMENT: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	40,986,488	39,529,922	39,898,634	40,123,808	—	-2.1%
Alabama	748,320	730,460	733,735	733,740	20	-1.9
Alaska	88,276	107,506	103,792	102,161	47	15.7
Arizona	513,000	593,783	618,226	634,556	24	23.7
Arkansas	447,700	433,410	437,438	437,036	32	-2.4
California	4,076,421	4,255,554	4,382,774	4,485,951	1	10.0
Colorado	546,033	550,642	558,415	560,236	27	2.6
Connecticut	547,262	472,427	473,015	454,608	31	-16.9
Delaware	96,403	92,901	94,410	95,659	49	-3.8
District of Columbia	100,049	87,092	86,405	87,539	51	-12.5
Florida	1,545,616	1,559,507	1,607,320	1,664,563	7	7.7
Georgia	1,070,400	1,064,600	1,096,425	1,159,463	9	8.3
Hawaii	164,781	163,899	164,336	165,910	42	0.7
Idaho	203,247	211,425	211,360	212,365	38	4.5
Illinois	1,979,545	1,826,478	1,825,185	1,798,025	4	-9.2
Indiana	1,055,320	966,057	964,761	961,581	13	-8.9
Iowa	515,694	485,443	481,286	480,826	29	-6.8
Kansas	415,291	410,229	416,091	421,249	34	1.4
Kentucky	669,272	643,833	642,778	642,698	23	-4.0
Louisiana	785,000	792,700	793,400	794,860	17	1.3
Maine	222,497	206,827	207,349	207,316	19	-6.8
Maryland	750,776	671,560	675,747	683,797	22	-8.9
Massachusetts	1,018,777	841,203	833,918	813,666	15	-20.1
Michigan	1,870,912	1,677,300	1,668,800	1,666,500	6	-10.9
Minnesota	755,169	705,242	711,084	716,305	21	-5.1
Mississippi	472,300	464,280	498,639	505,550	28	7.0
Missouri	844,648	795,107	800,606	802,060	16	-5.0
Montana	155,193	153,661	153,327	152,207	43	-1.9
Nebraska	280,431	265,819	266,604	267,604	37	-4.6
Nevada	149,500	155,000	161,200	168,400	40	12.6
New Hampshire	167,232	160,974	163,717	166,045	41	-0.7
New Jersey	1,246,008	1,116,194	1,107,467	1,092,532	10	-12.3
New Mexico	271,373	264,748	268,765	272,656	36	0.5
New York	2,860,371	2,605,363	2,607,719	2,593,100	3	-9.3
North Carolina	1,141,699	1,092,893	1,091,552	1,085,143	11	-5.0
North Dakota	116,416	117,970	118,094	118,474	46	1.8
Ohio	1,975,200	1,794,000	1,793,500	1,793,300	5	-9.2
Oklahoma	577,928	596,000	589,000	585,000	26	1.2
Oregon	464,599	447,500	449,300	455,900	30	-1.9
Pennsylvania	1,909,300	1,683,221	1,674,161	1,656,380	8	-13.2
Rhode Island	148,361	133,450	134,147	134,064	44	-9.6
South Carolina	619,222	605,790	610,700	615,200	25	-0.6
South Dakota	128,352	123,875	123,700	126,450	45	-1.5
Tennessee	851,767	815,423	823,283	828,987	14	-2.7
Texas	2,900,067	3,149,380	3,209,515	3,236,788	2	11.6
Utah	342,885	403,305	416,495	423,386	33	23.5
Vermont	95,388	90,157	92,032	94,000	50	-1.5
Virginia	1,010,371	986,104	974,754	979,110	12	-3.1
Washington	756,601	748,694	761,842	775,808	18	2.5
West Virginia	383,968	357,923	351,691	344,236	35	-10.3
Wisconsin	830,247	768,234	767,819	772,363	19	-7.0
Wyoming	98,300	102,779	100,955	98,455	48	0.2

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 22. PUBLIC ELEMENTARY SCHOOL ENROLLMENT: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	24,155,955	23,960,172	24,516,186	24,979,682	—	3.4%
Alabama	400,917	396,803	400,917	404,604	23	0.9
Alaska	49,395	61,529	58,492	58,488	47	18.4
Arizona	356,000	417,897	437,405	448,175	19	25.9
Arkansas	240,918	234,287	238,457	239,533	34	-0.6
California	2,757,708	2,926,705	3,014,199	3,085,158	1	11.9
Colorado	308,045	296,389	306,343	313,264	29	1.7
Connecticut	362,684	313,559	318,410	310,581	30	-14.4
Delaware	48,615	48,814	51,061	52,935	50	8.9
District of Columbia	55,233	50,030	50,068	50,732	51	-8.1
Florida	825,058	823,049	864,452	915,852	7	11.0
Georgia	656,700	656,800	694,733	729,870	10	11.1
Hawaii	87,669	89,920	91,667	93,921	43	7.1
Idaho	113,034	120,215	120,679	121,735	39	7.7
Illinois	1,334,909	1,246,496	1,249,340	1,247,641	4	-6.5
Indiana	552,718	505,845	511,357	517,005	17	-6.5
Iowa	273,147	264,113	259,274	262,675	33	-3.8
Kansas	245,279	260,362	265,459	269,864	32	10.0
Kentucky	440,862	429,321	429,085	431,369	21	-2.2
Louisiana	545,000	571,320	580,500	583,260	14	7.0
Maine	152,642	142,790	143,748	145,506	38	-4.7
Maryland	372,828	346,542	360,902	378,369	25	1.5
Massachusetts	716,360	555,830	556,358	543,208	16	-24.2
Michigan	963,912	1,093,400	1,097,200	1,104,400	6	14.6
Minnesota	373,243	365,506	379,588	392,535	24	5.2
Mississippi	262,819	265,271	301,280	363,525	26	38.3
Missouri	567,198	544,197	549,348	556,974	15	-1.8
Montana	105,680	107,710	107,572	108,030	40	2.2
Nebraska	148,129	151,091	153,491	156,326	36	5.5
Nevada	80,000	83,700	88,800	95,200	42	19.0
New Hampshire	97,334	96,192	97,974	102,294	41	5.1
New Jersey	774,301	715,358	722,952	726,305	11	-6.2
New Mexico	146,046	147,524	151,551	155,542	37	6.5
New York	1,393,745	1,320,891	1,358,606	1,379,100	3	-1.1
North Carolina	792,686	752,899	751,085	752,762	9	-5.0
North Dakota	76,318	83,102	83,321	83,849	45	9.9
Ohio	1,199,300	1,094,700	1,102,600	1,111,500	5	-7.3
Oklahoma	325,215	326,000	321,000	325,000	27	-0.1
Oregon	282,694	281,300	285,800	289,700	31	2.5
Pennsylvania	940,400	841,419	856,962	865,740	8	-7.9
Rhode Island	75,101	70,020	72,595	75,644	46	0.7
South Carolina	426,383	423,860	427,500	432,500	20	1.4
South Dakota	86,100	87,228	88,118	91,011	44	5.7
Tennessee	515,916	574,699	579,085	585,729	13	13.5
Texas	1,602,236	1,773,127	1,833,995	1,872,010	2	16.8
Utah	201,340	242,791	308,501	314,128	28	56.0
Vermont	50,460	48,656	51,439	54,500	49	8.0
Virginia	622,217	588,656	599,483	613,108	12	-1.5
Washington	397,276	395,536	411,266	429,243	22	8.0
West Virginia	230,943	209,780	205,642	201,121	35	-12.9
Wisconsin	468,342	458,144	468,866	482,058	18	2.9
Wyoming	54,900	58,699	57,660	56,093	48	2.2

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 23. PUBLIC SECONDARY SCHOOL ENROLLMENT: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	16,830,533	15,569,750	15,382,448	15,144,126	—	-10.0%
Alabama	347,403	333,657	332,818	329,136	15	-5.3
Alaska	38,881	45,977	45,300	43,673	45	12.3
Arizona	157,000	175,886	180,821	186,381	28	18.7
Arkansas	206,782	199,123	198,981	197,503	27	-4.5
California	1,318,713	1,328,849	1,368,575	1,400,793	1	6.2
Colorado	237,988	254,253	252,072	246,972	21	3.8
Connecticut	184,578	158,868	154,605	144,017	32	-22.0
Delaware	50,788	44,087	43,349	42,724	46	-15.9
District of Columbia	44,816	37,062	36,337	36,807	49	-17.9
Florida	720,558	736,458	742,868	748,711	5	3.9
Georgia	413,700	407,800	401,692	429,593	10	3.8
Hawaii	77,112	73,979	72,689	71,989	40	-6.6
Idaho	90,213	91,210	90,681	90,630	38	0.5
Illinois	644,636	579,982	575,845	550,384	8	-14.6
Indiana	502,602	460,212	453,404	444,576	9	-11.5
Iowa	242,547	221,330	222,012	218,151	24	-10.1
Kansas	170,012	149,867	150,632	151,385	31	-11.0
Kentucky	228,410	214,512	213,693	211,329	26	-7.5
Louisiana	240,000	221,380	212,900	211,600	25	-11.8
Maine	69,855	64,037	63,601	61,810	42	-11.5
Maryland	377,948	325,018	314,845	305,428	17	-19.2
Massachusetts	302,417	285,273	277,560	270,458	19	-10.6
Michigan	907,000	583,900	571,600	562,100	7	-38.0
Minnesota	381,926	339,736	331,496	323,770	16	-15.2
Mississippi	209,481	199,009	197,359	142,025	34	-32.2
Missouri	277,450	250,910	251,258	245,086	22	-11.7
Montana	49,513	45,951	45,755	44,177	44	-10.8
Nebraska	132,302	114,728	113,113	111,278	36	-15.9
Nevada	69,500	71,300	72,400	73,200	39	5.3
New Hampshire	69,898	64,782	65,743	63,751	41	-8.8
New Jersey	471,707	400,836	384,515	366,227	11	-22.4
New Mexico	125,327	117,224	117,214	117,114	35	-6.6
New York	1,466,626	1,284,472	1,249,113	1,214,000	3	-17.2
North Carolina	349,013	339,994	340,467	332,381	14	-4.8
North Dakota	40,098	34,868	34,773	34,625	51	-13.6
Ohio	775,900	699,300	690,900	681,800	6	-12.1
Oklahoma	252,713	270,000	268,000	260,000	20	2.9
Oregon	181,905	166,200	163,500	166,200	30	-8.6
Pennsylvania	968,900	841,802	817,199	790,640	4	-18.4
Rhode Island	73,260	63,430	61,552	58,420	43	-20.3
South Carolina	192,839	181,930	183,200	182,700	29	-5.3
South Dakota	42,252	36,647	35,582	35,439	50	-16.1
Tennessee	335,851	240,724	244,198	243,258	23	-27.6
Texas	1,297,831	1,376,253	1,375,520	1,364,778	2	5.2
Utah	141,545	160,514	107,994	109,258	37	-22.8
Vermont	44,928	41,501	40,593	39,500	48	-12.1
Virginia	388,154	379,448	375,271	366,002	12	-5.7
Washington	359,325	353,158	350,576	346,365	13	-3.6
West Virginia	153,025	148,143	146,049	143,115	33	-6.5
Wisconsin	361,905	310,090	298,953	290,305	18	-19.8
Wyoming	43,300	44,080	43,295	42,362	47	-2.2

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 24. PROJECTED MINORITY ENROLLMENT AS A PERCENTAGE OF TOTAL ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS: 1986

	TOTAL MINORITY	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN
UNITED STATES	30%	16%	10%	3%	1%
District of Columbia	96	91	4	1	0
Hawaii	77	2	2	72	0
New Mexico	57	2	45	1	9
Mississippi	56	56	0	0	0
Texas	49	14	33	2	0
California	46	9	27	9	1
South Carolina	45	44	0	1	0
Louisiana	43	41	1	1	0
Maryland	40	35	2	3	0
Georgia	39	38	1	1	0
Alabama	38	37	0	0	1
Arizona	38	4	26	1	6
Florida	35	24	9	1	0
Alaska	34	4	2	3	25
Delaware	32	28	2	1	0
New York	32	17	12	3	0
North Carolina	32	29	0	1	2
New Jersey	31	17	11	3	0
Illinois	30	19	9	2	0
Virginia	27	24	1	3	0
Arkansas	25	24	0	1	0
Michigan	24	20	2	1	1
Connecticut	23	12	9	2	0
Nevada	23	10	7	3	2
Tennessee	23	23	0	1	0
Colorado	21	5	14	2	1
Oklahoma	21	8	2	1	11
Missouri	17	15	1	1	0
Ohio	17	15	1	1	0
Massachusetts	16	7	6	3	0
Pennsylvania	16	13	2	1	0
Washington	15	4	4	5	2
Kansas	14	8	4	2	1
Wisconsin	13	9	2	2	1
Rhode Island	12	6	4	2	0
Indiana	11	9	2	1	0
Kentucky	11	10	0	0	0
Oregon	10	2	4	2	2
Nebraska	9	4	2	1	1
South Dakota	9	1	1	1	8
Wyoming	9	1	6	1	2
North Dakota	8	1	1	1	5
Idaho	7	0	5	1	1
Montana	7	0	1	1	6
Minnesota	6	2	1	2	1
Utah	6	0	3	1	1
Iowa	5	3	1	1	0
West Virginia	4	4	0	0	0
Maine	2	1	0	1	0
New Hampshire	2	1	0	1	0
Vermont	2	0	0	1	1

Source: U.S. Department of Education, Office for Civil Rights, 1986 Elementary and Secondary School Civil Rights Survey.

TABLE 25. PERCENTAGE OF TEACHERS WHO REPORT DISRUPTIVE BEHAVIOR IN THE CLASSROOM IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	87%	13%
Hawaii	93	7
Alabama	92	8
Delaware	92	8
Florida	92	8
Georgia	91	9
New York	91	9
North Carolina	91	9
Rhode Island	91	9
Virginia	91	9
Arkansas	90	10
California	90	10
Maryland	90	10
Missouri	90	10
Indiana	89	11
Colorado	88	12
Idaho	88	12
Kentucky	88	12
Nevada	88	12
Tennessee	88	12
Washington	88	12
Alaska	87	13
Arizona	87	13
Michigan	87	13
New Hampshire	87	13
New Jersey	87	13
Ohio	87	13
South Carolina	87	13
Utah	87	13
West Virginia	87	13
Minnesota	86	14
Oregon	86	14
Vermont	86	14
Louisiana	85	15
Maine	85	15
Oklahoma	85	15
Connecticut	84	16
Massachusetts	84	16
Pennsylvania	84	16
Wisconsin	84	16
Nebraska	83	17
New Mexico	83	17
Kansas	81	19
Mississippi	81	19
North Dakota	81	19
Texas	81	19
Iowa	80	20
Illinois	79	21
Wyoming	79	21
Montana	78	22
South Dakota	74	26

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 26. PERCENTAGE OF TEACHERS WHO REPORT ABSENTEEISM AMONG STUDENTS IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	83%	17%
Hawaii	91	9
Arizona	89	11
California	89	11
Florida	89	11
New Mexico	89	11
Arkansas	88	12
Tennessee	88	12
Idaho	87	13
Missouri	87	13
North Carolina	87	13
Washington	87	13
Colorado	86	14
Delaware	86	14
Kentucky	86	14
West Virginia	86	14
Nevada	85	15
Texas	85	15
Alabama	84	16
Georgia	84	16
Indiana	84	16
Oklahoma	84	16
Oregon	83	17
Pennsylvania	83	17
Rhode Island	83	17
Louisiana	82	18
Massachusetts	82	18
New York	82	18
Utah	82	18
Virginia	82	18
Alaska	80	20
Michigan	80	20
Minnesota	80	20
Mississippi	80	20
Ohio	80	20
Maine	79	21
Iowa	78	22
Kansas	78	22
Maryland	78	22
Montana	77	23
Vermont	77	23
New Hampshire	76	24
South Carolina	76	24
Wisconsin	76	24
Wyoming	76	24
Connecticut	75	25
Nebraska	75	25
Illinois	74	26
New Jersey	71	29
South Dakota	68	32
North Dakota	65	35

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 27. PERCENTAGE OF TEACHERS WHO REPORT STUDENT TURNOVER IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	73%	27%
Nevada	89	11
Florida	87	13
Oregon	85	15
Arizona	84	16
California	84	16
Colorado	83	17
Idaho	81	19
Texas	81	19
Washington	81	19
Hawaii	80	20
New Mexico	80	20
Oklahoma	80	20
Tennessee	80	20
Arkansas	79	21
Delaware	79	21
Missouri	78	22
Alaska	77	23
Kentucky	77	23
North Carolina	76	24
Georgia	75	25
Louisiana	75	25
Alabama	74	26
West Virginia	73	27
Illinois	71	29
Montana	71	29
South Carolina	71	29
Virginia	71	29
Wyoming	71	29
Indiana	70	30
Michigan	70	30
Utah	70	30
Ohio	69	31
Maryland	68	32
Mississippi	68	32
New Hampshire	68	32
New York	67	33
Kansas	66	34
Maine	66	34
Pennsylvania	66	34
Iowa	65	35
Rhode Island	65	35
Nebraska	64	36
Minnesota	63	37
Vermont	62	38
Connecticut	61	39
Massachusetts	59	41
New Jersey	59	41
Wisconsin	59	41
South Dakota	58	42
North Dakota	50	50

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 28. PERCENTAGE OF TEACHERS WHO REPORT STUDENT APATHY IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	88%	12%
Hawaii	93	7
Florida	92	8
Nevada	92	8
North Carolina	92	8
Arkansas	91	9
Georgia	91	9
Idaho	91	9
Washington	91	9
Arizona	90	10
Delaware	90	10
New Mexico	90	10
New York	90	10
Ohio	90	10
Oklahoma	90	10
Tennessee	90	10
Colorado	89	11
Indiana	89	11
Kentucky	89	11
Louisiana	89	11
Michigan	89	11
Missouri	89	11
Pennsylvania	89	11
Texas	89	11
Minnesota	88	12
Nebraska	88	12
Virginia	88	12
West Virginia	88	12
Alabama	87	13
California	87	13
Kansas	87	13
Iowa	86	14
Maryland	86	14
Montana	86	14
Oregon	86	14
Utah	86	14
Wisconsin	86	14
Illinois	85	15
Massachusetts	85	15
Rhode Island	85	15
South Carolina	85	15
Alaska	84	16
Maine	84	16
Connecticut	83	17
New Jersey	83	17
Vermont	83	17
Wyoming	83	17
Mississippi	82	18
New Hampshire	82	18
South Dakota	82	18
North Dakota	81	19

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 29. PERCENTAGE OF TEACHERS WHO REPORT LACK OF PARENTAL SUPPORT IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	90%	10%
Delaware	95	5
Hawaii	95	5
Florida	94	6
North Carolina	94	6
South Carolina	93	7
Arkansas	92	8
Idaho	92	8
Missouri	92	8
Nevada	92	8
Texas	92	8
Arizona	91	9
Indiana	91	9
Tennessee	91	9
Virginia	91	9
Washington	91	9
West Virginia	91	9
Wisconsin	91	9
Alaska	90	10
California	90	10
Colorado	90	10
Georgia	90	10
New York	90	10
Ohio	90	10
Oklahoma	90	10
Oregon	90	10
Alabama	89	11
Illinois	89	11
Kentucky	89	11
Maryland	89	11
Michigan	89	11
Minnesota	89	11
Mississippi	89	11
New Mexico	89	11
Pennsylvania	89	11
Rhode Island	89	11
Louisiana	88	12
Maine	88	12
Montana	88	12
Nebraska	88	12
New Hampshire	88	12
Utah	88	12
Vermont	88	12
Iowa	87	13
Wyoming	87	13
Kansas	86	14
Connecticut	85	15
Massachusetts	85	15
New Jersey	85	15
North Dakota	85	15
South Dakota	84	16

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 30. PERCENTAGE OF TEACHERS WHO REPORT THEFT IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	69%	31%
Hawaii	83	17
Florida	78	22
North Carolina	78	22
Colorado	76	24
Delaware	76	24
Idaho	76	24
Alabama	75	25
Georgia	75	25
New Mexico	75	25
Texas	75	25
Arizona	74	26
Arkansas	74	26
Louisiana	74	26
South Carolina	74	26
Oklahoma	73	27
Utah	73	27
Virginia	73	27
Maryland	71	29
Mississippi	71	29
Nevada	71	29
New York	71	29
California	70	30
Tennessee	70	30
Michigan	69	31
Missouri	69	31
Washington	69	31
Alaska	68	32
Minnesota	68	32
Kentucky	67	33
Ohio	67	33
Oregon	67	33
Rhode Island	67	33
Indiana	66	34
Massachusetts	66	34
Pennsylvania	66	34
West Virginia	65	35
Nebraska	64	36
Iowa	62	38
Wisconsin	62	38
Illinois	61	39
New Jersey	61	39
Connecticut	59	41
Kansas	59	41
New Hampshire	58	42
Vermont	58	42
Maine	56	44
Montana	55	45
South Dakota	55	45
Wyoming	51	49
North Dakota	50	50

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 31. PERCENTAGE OF TEACHERS WHO REPORT VANDALISM IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	68%	32%
Hawaii	85	15
Florida	78	22
California	76	24
Rhode Island	75	25
Arizona	73	27
New Mexico	73	27
Massachusetts	72	28
Oklahoma	72	28
New York	71	29
North Carolina	71	29
Georgia	70	30
Idaho	70	30
Louisiana	70	30
Nevada	70	30
Texas	69	31
Arkansas	68	32
Colorado	68	32
Delaware	68	32
Washington	68	32
Alabama	67	33
Connecticut	67	33
Mississippi	67	33
Oregon	67	33
South Carolina	67	33
Utah	67	33
Maryland	66	34
Michigan	66	34
Minnesota	66	34
Pennsylvania	66	34
Virginia	66	34
Indiana	65	35
New Jersey	65	35
West Virginia	65	35
Missouri	64	36
Tennessee	64	36
Illinois	63	37
Iowa	63	37
New Hampshire	63	37
Ohio	63	37
Kentucky	62	38
Nebraska	59	41
Wisconsin	59	41
Alaska	58	42
Maine	58	42
Kansas	56	44
Vermont	54	46
Montana	52	48
South Dakota	48	52
North Dakota	47	53
Wyoming	43	57

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 32. PERCENTAGE OF TEACHERS WHO REPORT VIOLENCE AGAINST STUDENTS IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	44%	56%
Hawaii	76	24
Florida	58	42
Delaware	54	46
Rhode Island	53	47
Maryland	50	50
Michigan	50	50
Nevada	50	50
California	49	51
Colorado	48	52
Georgia	48	52
Massachusetts	48	52
North Carolina	48	52
Arkansas	46	54
New York	46	54
Ohio	46	54
South Carolina	46	54
Arizona	45	55
Missouri	45	55
Pennsylvania	45	55
Utah	44	56
Washington	44	56
Louisiana	43	57
New Mexico	43	57
Virginia	43	57
Connecticut	42	58
Idaho	42	58
Oregon	42	58
Indiana	41	59
New Jersey	41	59
Tennessee	41	59
Texas	41	59
Alabama	40	60
Minnesota	39	61
West Virginia	39	61
Wisconsin	39	61
Kentucky	38	62
New Hampshire	38	62
Mississippi	37	63
Oklahoma	37	63
Nebraska	36	64
Vermont	36	64
Iowa	35	65
Alaska	34	66
Illinois	34	66
Kansas	33	67
Maine	32	68
Montana	32	68
South Dakota	28	72
Wyoming	25	75
North Dakota	22	78

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 33. PERCENTAGE OF TEACHERS WHO REPORT VIOLENCE AGAINST TEACHERS IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	24%	76%
Hawaii	44	56
Florida	38	62
North Carolina	32	68
Nevada	30	70
Louisiana	29	71
Delaware	28	72
Georgia	28	72
Massachusetts	28	72
Maryland	27	73
South Carolina	27	73
California	26	74
New York	26	74
Tennessee	26	74
Pennsylvania	25	75
Virginia	25	75
Arkansas	24	76
Michigan	24	76
Missouri	24	76
Ohio	24	76
Texas	24	76
Wisconsin	24	76
Connecticut	23	77
Kentucky	23	77
New Mexico	23	77
Oklahoma	23	77
Alabama	22	78
Arizona	22	78
Colorado	22	78
Mississippi	22	78
Rhode Island	22	78
Idaho	21	79
New Jersey	21	79
West Virginia	21	79
Indiana	19	81
Minnesota	19	81
Montana	19	81
Washington	19	81
Illinois	18	82
Kansas	18	82
Nebraska	18	82
Utah	18	82
Alaska	17	83
Iowa	16	84
New Hampshire	16	84
South Dakota	16	84
Oregon	15	85
Vermont	14	86
Maine	13	87
North Dakota	11	89
Wyoming	10	90

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 34. PERCENTAGE OF TEACHERS WHO REPORT RACIAL DISCORD IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	36%	64%
Hawaii	75	25
Delaware	62	38
Florida	57	43
North Carolina	56	44
South Carolina	54	46
Georgia	51	49
Mississippi	50	50
Alabama	48	52
Louisiana	48	52
Maryland	48	52
California	47	53
Virginia	44	56
Texas	43	57
Nevada	42	58
Arizona	41	59
New Mexico	41	59
Colorado	38	62
Arkansas	37	63
Alaska	34	66
Tennessee	34	66
Connecticut	33	67
Massachusetts	33	67
Michigan	32	68
New Jersey	32	68
Oklahoma	31	69
Missouri	30	70
Washington	30	70
New York	29	71
Ohio	29	71
Rhode Island	27	73
Idaho	25	75
Kansas	25	75
Indiana	24	76
Kentucky	24	76
Oregon	24	76
Illinois	23	77
Minnesota	23	77
Wisconsin	23	77
Pennsylvania	22	78
Nebraska	21	79
South Dakota	21	79
Utah	20	80
Montana	18	82
West Virginia	18	82
Iowa	17	83
Wyoming	14	86
North Dakota	13	87
New Hampshire	12	88
Vermont	7	93
Maine	6	94

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 35. PERCENTAGE OF TEACHERS WHO REPORT ALCOHOL IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	49%	51%
Iowa	63	37
Nebraska	62	38
Minnesota	61	39
New York	59	41
Montana	58	42
New Mexico	58	42
North Dakota	57	43
Pennsylvania	57	43
Wisconsin	57	43
Massachusetts	56	44
Missouri	56	44
Oklahoma	56	44
Washington	56	44
Idaho	55	45
Ohio	55	45
South Dakota	55	45
Vermont	54	46
Alaska	53	47
Arkansas	53	47
Kansas	52	48
Colorado	51	49
Indiana	51	49
Nevada	51	49
Texas	51	49
Delaware	50	50
New Hampshire	49	51
Oregon	48	52
Rhode Island	47	53
Florida	45	55
Hawaii	45	55
Maine	45	55
Michigan	45	55
North Carolina	45	55
Alabama	44	56
Connecticut	44	56
Maryland	43	57
Utah	43	57
California	42	58
New Jersey	42	58
Mississippi	41	59
Virginia	41	59
West Virginia	41	59
Wyoming	40	60
Georgia	39	61
Illinois	39	61
South Carolina	39	61
Tennessee	39	61
Arizona	38	62
Louisiana	36	64
Kentucky	35	65

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 38. PERCENTAGE OF TEACHERS WHO REPORT DRUGS OTHER THAN ALCOHOL ARE A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	54%	46%
New Mexico	65	35
New York	64	36
Iowa	63	37
Oklahoma	63	37
Massachusetts	62	38
Washington	62	38
Texas	61	39
Alaska	60	40
Pennsylvania	60	40
Arkansas	59	41
Indiana	59	41
Minnesota	59	41
Missouri	58	42
Ohio	58	42
Vermont	58	42
Florida	57	43
Colorado	56	44
Idaho	56	44
Montana	55	45
Nebraska	55	45
Wisconsin	55	45
Delaware	54	46
Nevada	54	46
Oregon	54	46
Rhode Island	54	46
Hawaii	53	47
Kansas	53	47
Alabama	52	48
North Dakota	52	48
Arizona	51	49
Michigan	50	50
Mississippi	50	50
New Hampshire	50	50
North Carolina	50	50
Maryland	49	51
South Dakota	49	51
California	48	52
Connecticut	48	52
Maine	48	52
Utah	48	52
Tennessee	47	53
Virginia	46	54
Georgia	45	55
Kentucky	45	55
Louisiana	45	55
New Jersey	45	55
South Carolina	45	55
West Virginia	45	55
Illinois	42	58
Wyoming	41	59

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 37. TEACHERS' BEST ESTIMATE OF THE PERCENTAGE OF STUDENTS AT THEIR SCHOOL WHO ARE LIVING IN POVERTY

	NONE	1 TO 10%	11 TO 25%	26% OR MORE
ALL TEACHERS	6%	47%	25%	22%
Mississippi	1	35	25	39
Louisiana	3	35	25	37
Kentucky	1	34	29	36
West Virginia	3	36	27	33
South Carolina	3	39	26	32
Arkansas	2	36	31	32
New Mexico	3	35	30	32
Texas	5	43	24	29
Alabama	5	39	26	29
Arizona	4	43	25	28
Georgia	5	37	31	28
California	11	40	21	28
Tennessee	5	36	30	28
Oklahoma	4	44	27	25
Alaska	5	48	23	25
Florida	6	41	29	24
North Carolina	3	44	29	24
Virginia	5	44	28	23
Missouri	2	46	30	22
Maine	3	46	31	20
Michigan	5	53	24	19
Illinois	10	49	22	19
Colorado	10	48	22	19
Montana	6	49	25	19
Washington	2	53	26	19
South Dakota	3	50	28	18
Oregon	6	44	31	18
Ohio	3	51	29	17
Rhode Island	6	54	23	17
Pennsylvania	5	54	24	16
New York	5	54	25	16
Hawaii	11	52	21	16
Idaho	3	51	29	16
Indiana	4	55	25	16
Maryland	7	54	24	15
Delaware	1	51	33	15
Vermont	5	44	36	15
Utah	7	53	26	14
Wyoming	7	58	21	14
Massachusetts	12	57	18	14
Minnesota	5	59	23	13
Nevada	6	62	20	13
Connecticut	17	57	13	13
New Jersey	19	56	13	12
Nebraska	9	55	24	12
New Hampshire	6	59	23	11
Iowa	4	60	26	11
Kansas	6	56	26	11
Wisconsin	4	60	25	11
North Dakota	8	66	17	9

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 38. PERCENTAGE OF TEACHERS WHO REPORT ABUSED OR NEGLECTED CHILDREN/YOUNG PEOPLE ARE A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	89%	11%
Maine	96	4
Vermont	95	5
Washington	95	5
Minnesota	94	6
Oregon	93	7
Wisconsin	93	7
Alaska	92	8
Idaho	92	8
Nevada	92	8
New Hampshire	92	8
Ohio	92	8
Delaware	91	9
Michigan	91	9
New York	91	9
Oklahoma	91	9
Tennessee	91	9
Arizona	90	10
Arkansas	90	10
California	90	10
Colorado	90	10
Kentucky	90	10
Missouri	90	10
New Mexico	90	10
Georgia	89	11
Hawaii	89	11
Indiana	89	11
North Carolina	89	11
Pennsylvania	89	11
Texas	89	11
West Virginia	89	11
Wyoming	89	11
Florida	88	12
Iowa	88	12
Kansas	88	12
Montana	88	12
Nebraska	88	12
Rhode Island	88	12
South Dakota	88	12
Virginia	88	12
Connecticut	86	14
Massachusetts	86	14
South Carolina	86	14
Utah	86	14
Maryland	85	15
Illinois	84	16
Alabama	83	17
Louisiana	83	17
North Dakota	83	17
New Jersey	81	19
Mississippi	77	23

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 39. PERCENTAGE OF TEACHERS WHO REPORT POOR HEALTH AMONG STUDENTS IS A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	69%	31%
Washington	79	21
Oregon	77	23
Vermont	77	23
Arizona	76	24
Delaware	76	24
Missouri	76	24
North Carolina	76	24
Tennessee	76	24
West Virginia	76	24
Maine	75	25
Alaska	74	26
Arkansas	74	26
California	74	26
Colorado	74	26
Hawaii	74	26
Kentucky	74	26
Florida	73	27
Idaho	72	28
Michigan	72	28
South Carolina	72	28
Georgia	71	29
Indiana	71	29
Nevada	71	29
New Mexico	71	29
Ohio	71	29
Texas	71	29
Oklahoma	70	30
Virginia	70	30
New Hampshire	69	34
Minnesota	68	32
Pennsylvania	68	32
Kansas	67	33
Louisiana	67	33
Rhode Island	67	33
New York	66	34
Wisconsin	66	34
Wyoming	66	34
Alabama	65	35
Maryland	64	36
Montana	64	36
South Dakota	64	36
Utah	64	36
Massachusetts	63	37
Nebraska	63	37
Illinois	62	38
Mississippi	62	38
Iowa	61	39
Connecticut	59	41
New Jersey	54	49
North Dakota	53	47

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 40. PERCENTAGE OF TEACHERS WHO REPORT UNDERNOURISHED CHILDREN/YOUNG PEOPLE ARE A PROBLEM IN THEIR SCHOOL

	A PROBLEM	NOT A PROBLEM
ALL TEACHERS	68%	32%
Maine	81	19
Vermont	81	19
Oregon	78	22
Washington	78	22
Arizona	77	23
Idaho	76	24
Arkansas	74	26
Kentucky	74	26
Missouri	74	26
Delaware	73	27
Oklahoma	73	27
Tennessee	73	27
West Virginia	73	27
California	72	28
Minnesota	72	28
Nevada	72	28
Alaska	71	29
Colorado	71	29
North Carolina	71	29
South Carolina	71	29
Georgia	70	30
Indiana	70	30
Michigan	70	30
Montana	70	30
Ohio	70	30
Wisconsin	70	30
New Mexico	69	31
Texas	69	31
Virginia	69	31
New Hampshire	68	32
Pennsylvania	68	32
South Dakota	68	32
Wyoming	68	32
Utah	67	33
Florida	66	34
Louisiana	66	34
New York	66	34
Rhode Island	66	34
Illinois	65	35
Kansas	65	35
Hawaii	64	36
Nebraska	64	36
Alabama	63	37
Massachusetts	63	37
Iowa	62	38
Maryland	62	38
Connecticut	59	41
Mississippi	59	41
North Dakota	56	44
New Jersey	53	47

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 41. PERCENTAGE OF TEACHERS WHO REPORT THEY ARE "SATISFIED" WITH STUDENT PROGRESS IN THE FOLLOWING AREAS

	GENERAL LANGUAGE GROWTH	PROBLEM SOLVING	WRITING	INDEPENDENCE IN LEARNING
ALL TEACHERS	71%	54%	57%	54%
Alabama	71	48	47	51
Alaska	72	57	62	59
Arizona	74	52	70	63
Arkansas	66	54	43	48
California	72	56	68	60
Colorado	75	59	62	59
Connecticut	76	58	64	56
Delaware	68	57	49	50
Florida	63	48	51	48
Georgia	70	56	53	51
Hawaii	58	51	48	52
Idaho	74	57	60	60
Illinois	78	51	57	55
Indiana	66	50	52	51
Iowa	68	53	56	55
Kansas	77	60	57	59
Kentucky	74	59	53	55
Louisiana	65	53	52	53
Maine	80	54	69	58
Maryland	70	55	56	52
Massachusetts	71	56	59	54
Michigan	73	57	58	59
Minnesota	75	55	57	55
Mississippi	62	52	52	53
Missouri	68	54	53	52
Montana	81	64	64	67
Nebraska	81	61	63	60
Nevada	74	53	54	55
New Hampshire	78	62	70	64
New Jersey	72	53	59	54
New Mexico	75	59	59	55
New York	67	54	55	45
North Carolina	73	51	57	52
North Dakota	80	60	60	64
Ohio	70	52	53	52
Oklahoma	71	55	51	57
Oregon	79	54	63	59
Pennsylvania	70	54	52	49
Rhode Island	68	48	46	46
South Carolina	67	47	50	51
South Dakota	80	60	63	70
Tennessee	73	54	58	60
Texas	73	58	56	55
Utah	81	67	68	68
Vermont	73	62	63	59
Virginia	71	54	57	56
Washington	72	57	61	60
West Virginia	67	51	56	53
Wisconsin	81	60	63	58
Wyoming	80	60	63	67

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 42. SCHOOLS CANNOT REALLY EXPECT TO GRADUATE MORE THAN 75 PERCENT OF ALL STUDENTS

	AGREE	DISAGREE
ALL TEACHERS	21%	79%
Louisiana	31	69
Florida	30	70
Alabama	29	71
Mississippi	29	71
Georgia	28	72
Texas	27	73
Rhode Island	26	74
South Carolina	26	74
California	25	75
Virginia	25	75
West Virginia	25	75
Kentucky	24	76
Nevada	24	76
New Mexico	24	76
North Carolina	24	76
Oklahoma	24	76
Oregon	24	76
Arkansas	23	77
Tennessee	23	77
Colorado	21	79
Delaware	21	79
Alaska	20	80
Idaho	20	80
Maryland	20	80
Massachusetts	20	80
Washington	19	81
New Jersey	18	82
New York	18	82
Ohio	18	82
Pennsylvania	18	82
Arizona	17	83
Connecticut	17	83
Indiana	17	83
Missouri	17	83
New Hampshire	17	83
Illinois	15	85
Maine	15	85
Michigan	15	85
Wisconsin	15	85
Hawaii	14	86
Kansas	14	86
Nebraska	14	86
Utah	13	87
Vermont	13	87
Iowa	12	88
Montana	12	88
South Dakota	12	88
Wyoming	10	90
Minnesota	8	92
North Dakota	8	92

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER III

Working Conditions: Life Inside The School

While overall expenditures for education have increased 68 percent in the past eight years, the majority of teachers see state regulation and political interference in education on the rise as well. Teacher salaries as a proportion of total school expenditures have remained relatively constant since 1980-81.

Expenditures for Education

Educational expenditures have increased more than 100 percent since 1980-81 in five states: Wyoming, Vermont, Florida, California, and Texas. The smallest increases were in Michigan, Iowa, Massachusetts, Oregon, Arkansas, and Illinois (Table 43).

A more precise indicator of a state's commitment to its public schools is per-pupil expenditure (Table 44). For the 1987-88 school year, the states ranked in the top ten on per-pupil expenditure were Alaska, New Jersey, Wyoming, New York, Connecticut, Rhode Island, Massachusetts, Pennsylvania, Delaware, and Wisconsin. States in the lowest ten were Arkansas, Utah, Alabama, Mississippi, Idaho, Georgia, Oklahoma, South Carolina, South Dakota, and Tennessee.

Teacher salaries as a proportion of total school expenditures have remained remained relatively steady since 1980-81, but significant changes did occur in some states (Table 45). In four states, Wyoming, Alabama, Vermont, and Louisiana, teacher salaries as a proportion of school expenditures decreased by more than 10 percent. Increases of nearly 10 percent occurred in Arizona and Michigan.

Regulations and Resources

More teachers see fiscal resources available to schools as worse today than five years ago, compared with those who think they are better (Table 46). In Alaska,

Wyoming, Montana, and Utah more than seven in ten teachers report that fiscal resources available to their school have gotten worse since the school reform movement began in 1983. Those who say fiscal resources have improved the most teach in Georgia, South Carolina, Hawaii, Kentucky, and North Carolina.

Fifty-seven percent of teachers report that state regulation of local schools has increased as a result of the reform movement (Table 47). The proportion of teachers expressing that view varies markedly from state to state. In Michigan, Alaska, North Dakota, Maryland, Kansas, and Wyoming, fewer than three in ten teachers believe that state regulation has increased, whereas in Arkansas, Georgia, Indiana, and Texas, at least eight in ten teachers report more state regulation.

Political interference in education is also on the rise, according to teachers. Six in ten teachers express that view, and only 4 percent see political interference on the decline. Ninety percent of teachers in Arkansas say that political interference has increased, while only 36 percent of New Hampshire teachers make that assessment (Table 48).

Teacher Evaluation

Nearly 25 percent of teachers describe the formal teacher evaluation process in their schools as "not very fair" (Table 49). Most teachers report they are evaluated by their principals, and 18 percent say they have also been observed for evaluation by their colleagues in the profession (Table 50).

Only 13 percent of teachers nationwide report being evaluated by parents. Parent participation in evaluation is reported most frequently by teachers in Utah, Maryland, Arizona, and California, and least frequently in Hawaii, Texas, New Hampshire, Rhode Island, Arkansas, Massachusetts, and Vermont.

School Facilities and Support Services

Fifty-six percent of teachers surveyed describe the space available in their schools as only "fair" or "poor," and 39 percent so rated security at their schools. Thirty-six percent of teachers nationally rate the condition of their schools' physical plant as "fair" or "poor." Teachers generally fault the cooling system in their schools

more than heating. Six in ten teachers rate their schools' cooling efforts as only "fair" or "poor," while four in ten teachers gave similar ratings to their schools' heating system (Table 51).

One-fourth of the nation's teachers report that they do not have a personal office or carrel available to them, ranging from 15 percent in Minnesota without personal office space to a high of 32 percent in Arkansas (Table 52).

Access to computers or word processors is somewhat less restricted, with only 18 percent of all teachers reporting that such equipment is not available to them. Availability is greatest in Nevada, Minnesota, Utah, Wyoming, and Colorado.

Typewriters and secretarial services are available to about nine in ten teachers nationwide. Most teachers (98 percent) have access to a teachers' lounge.

TABLE 43. TOTAL CURRENT EXPENDITURES* FOR PUBLIC SCHOOLS: 1980-81 TO 1987-88
(in thousands)

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	$102,201,335	$150,914,641	$161,264,516	$171,689,706	—	68.0%
Alabama	1,103,000	2,064,407	2,018,500	2,058,500	26	86.6
Alaska	477,995	888,100	815,285	812,191	39	69.9
Arizona	1,267,344	1,589,262	2,006,423	1,929,857	29	52.3
Arkansas	788,031	1,199,347	1,040,479	1,087,351	36	38.0
California	9,299,000	16,585,358	17,974,147	18,963,449	1	103.9
Colorado	1,363,168	2,192,558	2,343,915	2,495,723	23	83.1
Connecticut	1,543,600	2,355,301	2,624,573	2,911,600	19	88.6
Delaware	304,413	419,030	443,827	464,875	48	52.7
District of Columbia	296,501	403,419	431,922	472,125	47	59.2
Florida	3,617,715	6,042,511	6,823,652	7,717,822	5	113.3
Georgia	2,038,582	3,295,454	3,495,073	3,474,283	16	70.4
Hawaii	447,997	631,200	631,800	647,900	44	44.6
Idaho	392,165	554,925	582,560	621,450	46	58.5
Illinois	5,185,900	6,535,811	7,035,431	7,249,211	7	39.8
Indiana	2,176,196	3,211,639	3,324,829	3,603,815	15	65.6
Iowa	1,452,777	1,736,394	1,776,003	1,856,408	30	27.8
Kansas	1,118,516	1,666,369	1,709,434	1,804,693	31	61.3
Kentucky	1,270,700	1,792,000	1,952,280	2,108,470	24	65.9
Louisiana	1,598,600	2,487,200	2,461,200	2,673,710	21	67.3
Maine	487,075	718,191	812,586	896,329	38	84.0
Maryland	2,017,472	2,827,100	3,150,150	3,312,700	18	64.2
Massachusetts	3,293,461	3,788,799	3,955,740	4,215,144	10	28.0
Michigan	5,529,070	6,205,530	6,560,860	6,872,054	9	24.1
Minnesota	2,313,400	2,952,600	3,210,700	3,394,400	17	46.7
Mississippi	880,477	1,261,308	1,313,288	1,394,989	32	58.4
Missouri	1,728,778	2,467,752	2,679,962	2,893,235	20	67.4
Montana	408,426	618,487	631,519	633,226	45	55.0
Nebraska	686,192	878,150	922,351	970,042	37	41.4
Nevada	360,530	468,322	605,831	678,771	42	88.3
New Hampshire	357,593	516,858	599,349	663,394	43	85.5
New Jersey	4,048,000	5,963,000	6,531,600	7,213,600	8	78.2
New Mexico	668,600	1,000,219	1,061,353	1,187,502	35	77.6
New York	9,899,159	14,258,700	15,396,400	16,437,000	2	66.0
North Carolina	2,424,948	3,459,000	3,576,037	4,002,676	12	65.1
North Dakota	248,400	378,800	430,351	419,500	51	68.9
Ohio	4,287,600	6,278,800	6,750,500	7,260,100	6	69.3
Oklahoma	1,359,500	1,763,000	1,888,700	1,933,000	28	42.2
Oregon	1,493,674	1,801,580	1,956,500	2,060,000	25	37.9
Pennsylvania	5,159,600	7,597,800	8,218,000	8,706,400	4	68.7
Rhode Island	409,702	550,208	635,673	683,265	41	66.8
South Carolina	1,192,400	1,871,129	1,970,800	2,022,900	27	69.6
South Dakota	238,900	390,475	400,925	420,975	50	76.2
Tennessee	1,655,379	2,188,473	2,365,754	2,631,448	22	59.0
Texas	6,276,073	11,955,257	12,253,336	12,604,224	3	100.8
Utah	822,719	1,128,659	1,125,926	1,201,127	34	46.0
Vermont	193,484	364,000	421,323	463,300	49	139.5
Virginia	2,336,642	3,566,012	3,686,948	4,027,554	11	72.4
Washington	2,317,185	3,123,615	3,222,816	3,776,472	13	63.0
West Virginia	834,638	1,046,522	1,302,946	1,359,663	33	62.9
Wisconsin	2,255,343	3,203,210	3,424,869	3,635,983	14	61.2
Wyoming	264,715	652,800	730,090	765,300	40	189.1

*Includes current expenditures, capital outlay, and interest for public schools.

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 44. PER-PUPIL EXPENDITURES* FOR PUBLIC SCHOOLS: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88	% CHANGE 1980-81 TO 1987-88
UNITED STATES	$2,436	$3,755	$3,977	$4,209	—	72.8%
Alabama	1,425	2,728	2,699	2,752	49	93.1
Alaska	4,955	8,349	7,242	7,038	1	42.0
Arizona	2,422	2,821	3,080	3,265	40	34.8
Arkansas	1,614	2,594	2,202	2,410	51	49.3
California	2,156	3,608	3,840	3,994	26	85.3
Colorado	2,430	3,917	4,107	4,359	17	79.4
Connecticut	2,934	4,991	5,479	6,141	5	109.3
Delaware	3,117	4,615	4,823	4,994	10	60.2
District of Columbia	3,277	4,783	5,306	5,643	6	72.2
Florida	2,357	3,774	4,062	4,389	16	86.2
Georgia	1,791	2,980	3,167	2,939	46	64.1
Hawaii	2,652	3,873	3,870	3,894	30	46.8
Idaho	1,778	2,509	2,647	2,814	47	58.3
Illinois	2,732	3,777	4,006	4,217	20	54.4
Indiana	2,092	3,159	3,310	3,616	35	72.8
Iowa	2,681	3,594	3,708	3,846	32	43.5
Kansas	2,606	4,003	4,068	4,262	19	63.5
Kentucky	1,892	2,840	3,105	3,355	38	77.3
Louisiana	2,050	3,124	3,008	3,211	41	56.6
Maine	2,152	3,394	3,871	4,276	18	98.7
Maryland	2,673	4,335	4,675	4,871	13	82.2
Massachusetts	3,186	4,642	4,902	5,396	8	69.4
Michigan	2,958	3,730	3,974	4,122	22	39.4
Minnesota	2,857	4,008	4,265	4,513	15	58.0
Mississippi	1,781	2,551	2,526	2,760	48	55.0
Missouri	2,108	3,110	3,338	3,566	36	69.2
Montana	2,595	3,947	4,058	4,061	24	56.5
Nebraska	2,358	3,285	3,423	3,641	34	54.4
Nevada	2,034	2,919	3,567	3,829	33	88.2
New Hampshire	1,985	3,298	3,682	3,990	27	101.0
New Jersey	3,369	5,575	6,172	6,910	2	105.1
New Mexico	2,234	3,306	3,466	3,880	31	73.7
New York	3,577	5,839	6,375	6,864	4	91.9
North Carolina	2,030	3,366	3,470	3,911	28	92.7
North Dakota	1,934	3,059	3,358	3,353	39	73.4
Ohio	2,261	3,517	3,756	4,019	25	77.8
Oklahoma	2,211	2,731	2,979	3,051	45	38.0
Oregon	3,096	4,109	4,382	4,574	14	47.7
Pennsylvania	2,695	4,350	4,748	5,063	9	87.9
Rhode Island	2,933	4,396	5,078	5,456	7	86.0
South Carolina	1,747	2,970	3,038	3,075	44	76.0
South Dakota	1,760	2,986	3,050	3,159	43	79.5
Tennessee	1,835	2,670	2,869	3,189	42	73.8
Texas	1,923	3,432	3,448	3,462	37	80.0
Utah	1,903	2,456	2,486	2,658	50	39.7
Vermont	1,969	4,157	4,572	4,949	12	151.3
Virginia	2,242	3,633	3,809	4,145	21	84.9
Washington	2,737	3,703	3,846	4,083	23	49.2
West Virginia	2,132	2,821	3,656	3,895	29	82.7
Wisconsin	2,670	4,360	4,642	4,991	11	86.9
Wyoming	2,448	5,442	6,253	6,885	3	181.3

*Per pupil in average daily attendance

Source: National Education Association, Estimates of School Statistics, selected years.

TABLE 45. TEACHER SALARIES AS A PROPORTION OF TOTAL SCHOOL EXPENDITURES: 1980-81 TO 1987-88

	1980-81	1985-86	1986-87	1987-88	RANK 1987-88
UNITED STATES	37.9%	36.9%	37.0%	37.1%	—
Alabama	54.7	40.9	42.4	41.8	8
Alaska	31.7	24.0	31.0	31.0	48
Arizona	35.6	45.0	40.0	45.3	2
Arkansas	40.6	38.6	47.6	46.9	1
California	40.1	32.7	33.4	34.3	40
Colorado	39.2	35.4	35.9	35.8	38
Connecticut	38.2	37.4	37.2	39.7	18
Delaware	33.1	33.8	36.4	37.9	27
District of Columbia	40.4	43.3	44.3	43.3	4
Florida	34.2	32.8	32.1	31.5	47
Georgia	43.2	40.1	40.1	44.8	3
Hawaii	38.1	34.2	35.4	39.0	22
Idaho	38.3	38.8	37.7	37.6	28
Illinois	40.2	42.2	41.9	41.7	9
Indiana	42.1	39.4	40.3	40.4	14
Iowa	36.0	38.6	38.4	40.2	15
Kansas	36.0	36.5	37.1	36.9	31
Kentucky	41.3	39.4	39.5	41.1	12
Louisiana	44.2	35.1	35.1	33.6	43
Maine	35.6	35.1	34.6	35.3	39
Maryland	38.4	35.9	35.6	36.9	31
Massachusetts	37.4	40.2	41.7	41.4	11
Michigan	30.8	38.8	39.0	39.5	19
Minnesota	33.9	37.8	36.9	36.5	33
Mississippi	37.9	37.5	38.8	39.0	22
Missouri	43.7	42.8	42.8	42.4	6
Montana	35.7	35.3	35.8	36.3	34
Nebraska	36.4	41.9	42.3	42.4	6
Nevada	34.2	42.4	35.2	33.9	42
New Hampshire	36.9	40.9	37.6	37.5	29
New Jersey	34.5	33.8	33.2	32.2	46
New Mexico	35.6	32.6	33.3	30.7	49
New York	36.1	37.1	36.4	36.0	36
North Carolina	36.2	37.2	38.8	37.4	30
North Dakota	39.7	43.1	38.3	39.5	19
Ohio	39.6	38.0	38.5	39.5	19
Oklahoma	38.0	43.7	39.6	39.8	17
Oregon	31.1	36.7	33.6	33.6	43
Pennsylvania	38.1	34.6	34.4	34.2	41
Rhode Island	45.2	46.9	42.7	43.0	5
South Carolina	38.4	39.6	40.8	41.6	10
South Dakota	46.4	37.8	37.5	39.9	16
Tennessee	37.4	40.2	40.2	38.4	24
Texas	40.5	36.4	37.6	38.1	26
Utah	29.5	34.2	35.6	35.9	37
Vermont	44.7	36.5	33.2	32.7	45
Virginia	38.6	38.0	40.7	41.1	12
Washington	32.7	30.4	31.4	27.9	51
West Virginia	39.4	44.8	37.7	36.3	34
Wisconsin	41.5	38.2	38.2	38.3	25
Wyoming	44.9	30.4	27.7	28.6	50

Source: Based on average state salary figures and total current expenditures for public schools provided by the National Education Association.

TABLE 46. HOW HAVE FISCAL RESOURCES AVAILABLE TO YOUR SCHOOL CHANGED SINCE 1983?

	BETTER	NO CHANGE	WORSE
ALL TEACHERS	34%	28%	38%
Georgia	64	23	14
South Carolina	57	18	25
Hawaii	52	31	17
Kentucky	51	31	18
North Carolina	51	34	15
Connecticut	49	32	19
Delaware	48	24	28
Virginia	48	29	22
Rhode Island	46	30	23
Mississippi	44	36	20
Florida	43	28	29
Massachusetts	43	22	35
Iowa	42	24	34
New York	42	38	20
Vermont	41	40	19
Indiana	40	33	27
Alabama	38	31	31
Maine	38	43	19
Maryland	36	34	30
Pennsylvania	34	36	30
Tennessee	34	38	28
Louisiana	33	18	48
Missouri	33	37	30
Texas	33	22	45
Nevada	32	33	34
New Hampshire	32	42	26
Michigan	31	31	38
New Jersey	30	39	31
Oklahoma	28	11	61
West Virginia	28	22	50
Kansas	27	34	39
Ohio	26	25	49
South Dakota	26	33	41
Wisconsin	26	33	40
Arizona	25	33	42
California	25	18	57
Minnesota	22	29	49
Nebraska	22	30	49
New Mexico	22	21	57
Arkansas	21	35	44
Illinois	21	26	53
Idaho	20	32	49
Colorado	16	20	64
North Dakota	16	16	68
Washington	15	27	59
Oregon	12	25	63
Wyoming	12	12	76
Utah	10	17	73
Montana	9	16	75
Alaska	8	16	76

Source: The Carnegie Foundation for the Advancement of Teaching, 1988 National Survey on School Reform.

TABLE 47. HOW HAS THE REFORM MOVEMENT CHANGED STATE REGULATION OF THE LOCAL SCHOOL?

	INCREASED	NO CHANGE	DECREASED
ALL TEACHERS	57%	38%	5%
Arkansas	92	5	3
Georgia	85	14	1
Indiana	82	16	2
Texas	80	16	4
South Carolina	77	18	5
Mississippi	74	22	4
Connecticut	72	27	0
New Mexico	69	24	7
Tennessee	68	28	5
North Carolina	65	33	2
Illinois	64	29	7
New York	64	34	2
Iowa	61	36	3
Missouri	61	35	4
Kentucky	60	35	4
Maine	60	34	6
Rhode Island	60	37	3
Ohio	59	37	4
California	58	32	10
Florida	58	36	5
Virginia	54	41	5
West Virginia	54	36	10
Wisconsin	54	42	4
New Jersey	53	45	2
Oklahoma	53	41	6
Utah	53	34	13
Vermont	51	45	4
Arizona	49	46	5
Delaware	49	48	3
Washington	47	47	6
South Dakota	46	50	5
Minnesota	45	48	7
Nebraska	43	47	10
Pennsylvania	42	54	4
Idaho	38	59	3
Massachusetts	38	58	4
New Hampshire	38	59	3
Alabama	37	53	9
Colorado	36	48	16
Nevada	35	60	5
Oregon	35	61	4
Louisiana	33	50	17
Montana	32	54	14
Hawaii	31	61	8
Wyoming	29	65	7
Kansas	28	65	7
Maryland	27	66	7
North Dakota	26	66	8
Alaska	25	63	12
Michigan	24	73	3

Source: The Carnegie Foundation for the Advancement of Teaching, 1988 National Survey on School Reform.

TABLE 48. HOW HAS THE SCHOOL REFORM MOVEMENT CHANGED POLITICAL INTERFERENCE IN EDUCATION?

	INCREASED	NO CHANGE	DECREASED
ALL TEACHERS	59%	37%	4%
Arkansas	90	8	2
Texas	81	18	1
Indiana	76	21	4
Georgia	74	23	3
New Mexico	74	22	4
Illinois	71	25	4
Tennessee	70	27	3
South Carolina	68	28	5
Utah	67	22	11
West Virginia	65	29	6
Mississippi	64	30	6
Louisiana	63	29	8
North Carolina	63	34	3
Arizona	62	33	5
California	62	33	5
Ohio	61	36	3
Missouri	60	37	4
Iowa	59	36	4
Maine	59	40	0
Alabama	57	39	5
Colorado	57	32	11
Florida	57	38	5
Montana	56	38	6
Virginia	56	41	3
Washington	56	36	7
Alaska	55	40	5
Connecticut	55	41	3
Delaware	54	43	2
Maryland	54	42	4
New Jersey	54	44	2
Wisconsin	54	42	4
Oklahoma	53	45	2
Nebraska	52	41	7
Minnesota	51	46	3
Oregon	51	48	1
Kentucky	49	45	6
Wyoming	49	47	4
Hawaii	47	49	4
Idaho	46	51	4
New York	45	53	2
South Dakota	45	53	2
Vermont	45	54	2
Nevada	44	52	4
Pennsylvania	42	54	4
North Dakota	41	56	4
Kansas	40	55	5
Massachusetts	39	60	1
Rhode Island	39	55	6
Michigan	38	57	4
New Hampshire	36	61	3

Source: The Carnegie Foundation for the Advancement of Teaching, 1988 National Survey on School Reform.

TABLE 49. HOW WOULD YOU DESCRIBE TEACHER EVALUATION AT YOUR SCHOOL?

	FAIR	NOT VERY FAIR
ALL TEACHERS	77%	23%
Louisiana	86	14
Mississippi	85	15
South Carolina	85	15
Kentucky	84	16
Oregon	84	16
Washington	83	17
Alaska	82	18
Arkansas	82	18
Maryland	82	18
New Jersey	82	18
Tennessee	82	18
Wyoming	82	18
California	81	19
Colorado	81	19
Connecticut	81	19
Hawaii	81	19
Nebraska	81	19
Arizona	80	20
Nevada	80	20
Pennsylvania	80	20
Utah	80	20
Georgia	79	21
Oklahoma	79	21
New York	78	22
North Dakota	78	22
Rhode Island	78	22
Florida	77	23
Massachusetts	77	23
Michigan	77	23
Virginia	77	23
Delaware	76	24
Idaho	76	24
Missouri	76	24
New Mexico	76	24
North Carolina	76	24
Alabama	75	25
Illinois	75	25
Iowa	75	25
Kansas	75	25
Maine	75	25
Minnesota	75	25
Vermont	75	25
Montana	74	26
Ohio	74	26
South Dakota	74	26
Indiana	73	27
Wisconsin	73	27
New Hampshire	72	28
West Virginia	69	31
Texas	64	36

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 50. PERCENTAGE OF TEACHERS WHO REPORT THEY ARE EVALUATED BY THEIR PRINCIPAL, OTHER TEACHERS, AND PARENTS

	PRINCIPAL	OTHER TEACHERS	PARENTS
ALL TEACHERS	92%	18%	13%
Alabama	95	14	11
Alaska	92	20	19
Arizona	95	25	22
Arkansas	96	18	9
California	93	24	21
Colorado	90	25	18
Connecticut	85	19	11
Delaware	94	18	13
Florida	87	18	11
Georgia	94	35	13
Hawaii	86	15	7
Idaho	94	22	17
Illinois	92	11	12
Indiana	90	13	17
Iowa	95	11	13
Kansas	95	14	12
Kentucky	95	21	17
Louisiana	96	19	16
Maine	91	22	13
Maryland	94	17	23
Massachusetts	82	10	9
Michigan	92	16	14
Minnesota	88	22	16
Mississippi	98	32	12
Missouri	95	14	11
Montana	90	18	17
Nebraska	96	20	15
Nevada	95	15	15
New Hampshire	88	15	8
New Jersey	88	10	12
New Mexico	93	15	18
New York	86	14	10
North Carolina	98	24	14
North Dakota	92	14	17
Ohio	96	12	13
Oklahoma	94	16	12
Oregon	93	19	17
Pennsylvania	93	15	11
Rhode Island	79	8	8
South Carolina	95	33	17
South Dakota	95	15	18
Tennessee	95	45	18
Texas	98	11	7
Utah	96	39	24
Vermont	83	15	9
Virginia	93	21	15
Washington	97	18	12
West Virginia	94	17	13
Wisconsin	94	13	14
Wyoming	96	20	17

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 51. PERCENTAGE OF TEACHERS WHO RATE THE CONDITION OF THEIR SCHOOLS AS "FAIR" OR "POOR"

	CONDITION OF THE PHYSICAL PLANT	AVAILABLE SPACE	SECURITY	HEATING	COOLING
ALL TEACHERS	36%	56%	39%	41%	62%
Alabama	36	54	43	21	39
Alaska	23	44	31	18	37
Arizona	37	51	37	18	41
Arkansas	40	51	45	25	48
California	46	65	46	34	65
Colorado	31	51	28	20	62
Connecticut	44	60	41	29	78
Delaware	38	52	40	24	79
Florida	40	66	48	30	40
Georgia	39	57	42	22	46
Hawaii	42	58	49	20	55
Idaho	44	62	48	24	69
Illinois	28	51	33	18	68
Indiana	29	53	35	16	69
Iowa	24	45	28	12	71
Kansas	28	46	27	15	60
Kentucky	36	57	36	20	52
Louisiana	36	42	42	21	36
Maine	42	74	36	24	62
Maryland	32	45	37	18	70
Massachusetts	40	60	44	25	78
Michigan	38	54	33	24	74
Minnesota	29	58	34	18	69
Mississippi	32	43	39	17	52
Missouri	40	59	41	23	78
Montana	29	54	32	19	62
Nebraska	27	46	31	14	68
Nevada	42	61	41	23	61
New Hampshire	45	71	41	31	68
New Jersey	40	57	43	27	75
New Mexico	37	46	41	20	54
New York	40	67	44	27	72
North Carolina	32	58	42	18	61
North Dakota	25	47	28	13	59
Ohio	37	54	37	19	76
Oklahoma	34	46	36	19	32
Oregon	38	53	37	23	70
Pennsylvania	32	54	42	18	72
Rhode Island	48	62	47	28	79
South Carolina	34	52	34	17	37
South Dakota	33	55	30	14	69
Tennessee	36	51	41	22	50
Texas	29	47	38	16	41
Utah	28	44	29	13	69
Vermont	36	66	34	27	62
Virginia	33	56	37	24	68
Washington	40	58	38	28	62
West Virginia	41	61	48	26	71
Wisconsin	30	54	30	18	68
Wyoming	21	44	29	15	53

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 52. PERCENTAGE OF TEACHERS WHO REPORT SUPPORT SERVICES ARE "NOT AVAILABLE"

	TEACHERS' LOUNGE	TYPE-WRITERS	COMPUTERS/ WORD PROCESSORS	SECRETARIAL SERVICES	PERSONAL OFFICE
ALL TEACHERS	2%	11%	18%	9%	25%
Alabama	6	16	18	13	25
Alaska	10	9	11	10	23
Arizona	2	4	17	10	20
Arkansas	4	16	31	13	32
California	3	9	17	9	24
Colorado	2	7	9	5	18
Connecticut	0	12	16	6	24
Delaware	2	12	21	9	24
Florida	2	9	15	11	17
Georgia	4	16	16	11	29
Hawaii	7	9	17	11	25
Idaho	2	7	14	9	24
Illinois	2	8	16	8	25
Indiana	2	4	11	6	19
Iowa	2	7	11	5	19
Kansas	5	6	12	8	26
Kentucky	8	20	27	12	31
Louisiana	3	20	30	7	27
Maine	4	13	22	10	30
Maryland	1	12	16	9	18
Massachusetts	1	15	19	14	26
Michigan	1	13	21	6	26
Minnesota	2	7	7	5	15
Mississippi	3	21	28	10	29
Missouri	3	12	17	11	27
Montana	6	11	17	9	28
Nebraska	2	8	14	5	23
Nevada	2	4	6	10	20
New Hampshire	4	14	13	12	28
New Jersey	1	18	22	9	30
New Mexico	2	9	15	9	22
New York	1	14	17	7	24
North Carolina	1	12	11	11	26
North Dakota	5	9	13	8	18
Ohio	2	11	19	8	29
Oklahoma	6	12	24	11	26
Oregon	3	8	11	4	20
Pennsylvania	1	11	18	8	23
Rhode Island	1	16	16	12	27
South Carolina	1	16	19	12	27
South Dakota	7	11	18	11	23
Tennessee	7	18	16	10	25
Texas	0	8	22	13	29
Utah	2	2	8	6	18
Vermont	9	17	20	13	31
Virginia	4	11	19	10	25
Washington	2	7	11	7	23
West Virginia	12	18	23	11	27
Wisconsin	3	6	13	4	22
Wyoming	5	6	8	6	23

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER IV

Learning and Instruction

A majority of teachers surveyed agree that the school's most important job is to teach reading, writing, and arithmetic. On other subjects, most teachers believe the arts are as essential as the "three R's," and they are evenly divided over whether every student should become fluent in a second language.

Only about half the nation's teachers believe their school has effective instruction for students for whom English is not their first language.

School Goals: The Teacher's View

Sixty percent of the nation's teachers say the most important job of the schools is to teach the basics, but there is wide variation among the states. Those states with the most widespread teacher support for the three R's are in the South--Louisiana, Kentucky, West Virginia, Mississippi, and Texas--while in Vermont, only 38 percent of teachers express that view (Table 53).

Seventy-eight percent of teachers believe the arts are as essential for an education as the traditional basics (Table 54).

Overall, 46 percent of teachers believe every student should become fluent in a second language (Table 55), but there is a high level of agreement (71 percent) that instruction in a second language should begin in the early elementary grades (Table 56).

Perspectives on Methods and Curriculum

More than seven in ten teachers believe that the instructional materials being used in their schools are appropriate, given their students' ethnic backgrounds, interests, and reading abilities (Table 57).

The proportion of teachers who consider materials appropriate to the ethnic backgrounds of their students ranges from 52 percent in Hawaii to 82 percent in

Iowa, Kansas, and Minnesota. When the students' interests are taken into account, the range is from 60 percent in California to 83 percent in North Dakota. The range for appropriateness based on students' reading abilities is from 66 percent in California and Florida to 87 percent in North Dakota.

Forty-six percent of teachers surveyed do not believe their school has very effective instruction for students for whom English is not their first language (Table 58), but there is wide variation among states. More than 60 percent of teachers in Delaware, North Carolina, and Alabama say such instruction is not very effective. Seventy percent of teachers in Minnesota, on the other hand, report this instruction is effective.

Two-thirds of teachers nationwide and more than 75 percent of teachers in Delaware, Maryland, and Georgia express agreement with the statement that a highly structured classroom is the major prerequisite to effective learning (Table 59).

Nationwide, seven in ten teachers agree that better use of technology is an important way to give teachers more time for instruction. That view is particularly widespread among teachers in the South. Agreement ranges from 61 percent in Illinois to 79 percent in Georgia (Table 60).

Nearly 80 percent of the nation's teachers believe that doing their best requires a classroom to call their own, ranging from a high of 87 percent of California teachers who share that view, to 66 percent in North Dakota (Table 61).

The majority of America's teachers feel comfortable having aides assist them in the classroom (Table 62). Seventy-eight percent disagree with the statement that teachers' aides should not be used to help instruct students. The five states where the highest percentages of teachers disagree with that statement are Oregon, Vermont, Maine, Arizona, and Alaska. Minnesota is the only state in which as many as one-third of teachers prefer that aides not be involved in classroom instruction.

Tracking students by ability is a useful way for schools to deal with diversity, according to 63 percent of teachers surveyed (Table 63). Tracking is most widely supported by teachers in Alabama, Pennsylvania, South Carolina, Florida, and Mississippi.

TABLE 53. THE MOST IMPORTANT JOB OF THE SCHOOLS IS TO TEACH READING, WRITING, AND ARITHMETIC

	AGREE	DISAGREE
ALL TEACHERS	60%	40%
Louisiana	73	27
Kentucky	69	31
West Virginia	67	33
Mississippi	66	34
Texas	66	34
Arkansas	65	35
Oklahoma	65	35
Rhode Island	65	35
Tennessee	64	36
Alabama	63	37
Georgia	63	37
New Mexico	63	37
California	62	38
Hawaii	62	38
Illinois	62	38
Missouri	62	38
Nevada	62	38
Ohio	62	38
Utah	61	39
Arizona	60	40
Kansas	60	40
Massachusetts	60	40
North Carolina	60	40
North Dakota	60	40
South Dakota	60	40
Maine	59	41
Michigan	59	41
Montana	59	41
Indiana	58	42
New Jersey	58	42
Virginia	58	42
Wyoming	58	42
Alaska	57	43
Connecticut	57	43
Florida	57	43
Maryland	57	43
Pennsylvania	57	43
South Carolina	57	43
Washington	57	43
Delaware	56	44
Wisconsin	55	45
Colorado	53	47
Minnesota	53	47
New Hampshire	52	48
New York	52	48
Idaho	51	49
Iowa	51	49
Nebraska	50	50
Oregon	50	50
Vermont	38	62

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 54. THE ARTS ARE AS ESSENTIAL FOR AN EDUCATION AS READING, WRITING, AND ARITHMETIC

	AGREE	DISAGREE
ALL TEACHERS	78%	22%
Vermont	89	11
Massachusetts	87	13
California	86	14
Connecticut	86	14
Nebraska	85	15
New York	85	15
Rhode Island	85	15
Colorado	84	16
Hawaii	84	16
New Hampshire	84	16
Wisconsin	83	17
Delaware	82	18
Maryland	82	18
New Jersey	82	18
Arizona	81	19
Montana	81	19
Pennsylvania	81	19
Iowa	80	20
Maine	80	20
Michigan	80	20
Minnesota	80	20
Nevada	80	20
Oregon	80	20
Virginia	80	20
Washington	80	20
Utah	79	21
Wyoming	79	21
Alabama	78	22
Idaho	78	22
Illinois	77	23
Kansas	77	23
New Mexico	77	23
North Dakota	77	23
South Carolina	77	23
Ohio	76	24
South Dakota	75	25
Florida	73	27
Indiana	73	27
Missouri	73	27
North Carolina	73	27
Alaska	72	28
Georgia	72	28
West Virginia	71	29
Arkansas	70	30
Kentucky	70	30
Mississippi	70	30
Texas	70	30
Louisiana	69	31
Oklahoma	68	32
Tennessee	66	34

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 55. EVERY STUDENT SHOULD BECOME FLUENT IN A SECOND LANGUAGE

	AGREE	DISAGREE
ALL TEACHERS	46%	54%
California	57	43
Michigan	56	44
Rhode Island	53	47
Massachusetts	52	48
Alaska	51	49
New Hampshire	51	49
Florida	50	50
New York	50	50
Utah	50	50
Texas	49	51
Vermont	49	51
Colorado	48	52
Connecticut	48	52
Idaho	48	52
Maine	48	52
Nevada	47	53
New Mexico	47	53
Wisconsin	47	53
Arizona	46	54
Indiana	46	54
New Jersey	46	54
Ohio	46	54
Oregon	46	54
Pennsylvania	46	54
Washington	46	54
Minnesota	45	55
Alabama	44	56
Iowa	44	56
Virginia	44	56
West Virginia	44	56
Montana	43	57
Arkansas	42	58
Hawaii	42	58
Kansas	42	58
Kentucky	42	58
Maryland	42	58
Delaware	41	59
Louisiana	41	59
Mississippi	41	59
Missouri	41	59
Nebraska	41	59
Oklahoma	41	59
Wyoming	41	59
Georgia	40	60
Tennessee	39	61
North Carolina	38	62
North Dakota	38	62
Illinois	37	63
South Carolina	37	63
South Dakota	31	69

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 56. INSTRUCTION IN A SECOND LANGUAGE SHOULD BEGIN IN THE EARLY ELEMENTARY GRADES

	AGREE	DISAGREE
ALL TEACHERS	71%	29%
Vermont	79	21
California	76	24
Michigan	76	24
New Mexico	76	24
Oregon	76	24
Arizona	75	25
New York	75	25
Delaware	74	26
Florida	74	26
Louisiana	74	26
Texas	74	26
Maine	73	27
Alabama	72	28
Alaska	72	28
Nevada	72	28
South Carolina	72	28
Arkansas	71	29
Hawaii	71	29
Iowa	71	29
New Hampshire	71	29
Utah	71	29
Georgia	70	30
Massachusetts	70	30
Missouri	70	30
Ohio	70	30
Pennsylvania	70	30
Rhode Island	70	30
Virginia	70	30
Washington	70	30
Wisconsin	70	30
Colorado	69	31
Idaho	69	31
Indiana	69	31
Kentucky	69	31
Maryland	69	31
Minnesota	69	31
Illinois	68	32
Mississippi	68	32
North Carolina	68	32
Connecticut	67	33
Montana	67	33
New Jersey	67	33
West Virginia	67	33
Kansas	65	35
Tennessee	65	35
Oklahoma	64	36
South Dakota	64	36
Wyoming	62	38
Nebraska	61	39
North Dakota	59	41

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 57. PERCENTAGE OF TEACHERS WHO RATE INSTRUCTIONAL MATERIALS AS "APPROPRIATE" CONSIDERING VARIOUS STUDENT CHARACTERISTICS

	ETHNIC BACKGROUND	INTERESTS OF STUDENTS	READING ABILITIES
ALL TEACHERS	73%	71%	75%
Alabama	75	76	75
Alaska	65	64	71
Arizona	66	68	67
Arkansas	78	73	77
California	64	60	66
Colorado	68	70	72
Connecticut	73	67	78
Delaware	73	73	78
Florida	64	66	66
Georgia	76	74	73
Hawaii	52	69	69
Idaho	73	67	76
Illinois	74	76	78
Indiana	76	72	76
Iowa	82	80	81
Kansas	82	81	83
Kentucky	75	72	77
Louisiana	68	66	69
Maine	75	73	79
Maryland	72	71	74
Massachusetts	75	74	77
Michigan	78	71	79
Minnesota	82	78	77
Mississippi	72	73	77
Missouri	76	70	74
Montana	73	75	82
Nebraska	80	81	81
Nevada	75	69	74
New Hampshire	76	71	75
New Jersey	75	75	80
New Mexico	63	68	72
New York	71	71	75
North Carolina	74	74	69
North Dakota	77	83	87
Ohio	76	76	78
Oklahoma	79	75	80
Oregon	74	69	76
Pennsylvania	77	76	79
Rhode Island	72	70	73
South Carolina	69	69	71
South Dakota	75	82	79
Tennessee	75	75	74
Texas	69	68	74
Utah	78	77	79
Vermont	77	76	79
Virginia	74	72	74
Washington	74	68	70
West Virginia	73	72	74
Wisconsin	78	78	81
Wyoming	78	73	80

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 58. HOW EFFECTIVE IS YOUR SCHOOL IN PROVIDING APPROPRIATE INSTRUCTION FOR STUDENTS FOR WHOM ENGLISH IS NOT THE FIRST LANGUAGE?

	EFFECTIVE	NOT VERY EFFECTIVE
ALL TEACHERS	54%	46%
Minnesota	70	30
Alaska	68	32
Montana	65	35
Texas	64	36
Iowa	62	38
Hawaii	61	39
Kansas	61	39
Maine	60	40
South Dakota	60	40
Wisconsin	60	40
Oregon	59	41
Arizona	58	42
Colorado	58	42
Massachusetts	58	42
New Jersey	58	42
Virginia	58	42
Maryland	57	43
Rhode Island	57	43
Connecticut	56	44
North Dakota	56	44
California	55	45
Tennessee	55	45
Vermont	55	45
Wyoming	55	45
Florida	54	46
Louisiana	54	46
Nebraska	53	47
New Hampshire	53	47
New York	53	47
Washington	53	47
Illinois	51	49
New Mexico	51	49
Nevada	50	50
Pennsylvania	50	50
South Carolina	50	50
Idaho	49	51
Kentucky	47	53
Indiana	46	54
Ohio	46	54
Mississippi	44	56
Georgia	43	57
Utah	43	57
Michigan	42	58
West Virginia	42	58
Missouri	41	59
Oklahoma	41	59
Arkansas	40	60
Alabama	39	61
North Carolina	34	66
Delaware	33	67

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 59. A HIGHLY STRUCTURED CLASSROOM IS THE MAJOR PREREQUISITE TO EFFECTIVE LEARNING

	AGREE	DISAGREE
ALL TEACHERS	68%	32%
Delaware	79	21
Maryland	77	23
Georgia	76	24
North Carolina	75	25
South Carolina	75	25
West Virginia	75	25
Louisiana	73	27
Mississippi	73	27
Pennsylvania	73	27
Virginia	73	27
Alabama	72	28
Illinois	72	28
Michigan	72	28
Rhode Island	71	29
New Jersey	70	30
Tennessee	70	30
Missouri	69	31
Texas	69	31
Florida	68	32
Massachusetts	68	32
New York	68	32
Connecticut	67	33
Kansas	67	33
Ohio	67	33
Oklahoma	67	33
California	66	34
Kentucky	66	34
Nevada	64	36
New Mexico	64	36
Vermont	64	36
Arizona	63	37
Arkansas	63	37
Hawaii	63	37
Indiana	63	37
New Hampshire	63	37
Utah	63	37
Colorado	62	38
North Dakota	62	38
South Dakota	62	38
Wisconsin	62	38
Alaska	61	39
Iowa	60	40
Maine	60	40
Washington	60	40
Idaho	59	41
Minnesota	59	41
Nebraska	59	41
Wyoming	59	41
Montana	56	44
Oregon	56	44

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 60. BETTER USE OF TECHNOLOGY IS AN IMPORTANT WAY TO GIVE TEACHERS MORE TIME TO TEACH

	AGREE	DISAGREE
ALL TEACHERS	71%	29%
Georgia	79	21
Louisiana	78	22
Mississippi	78	22
South Carolina	77	23
Alabama	76	24
Kentucky	76	24
Texas	76	24
West Virginia	76	24
North Carolina	75	25
Arkansas	74	26
Florida	73	27
Hawaii	73	27
Maryland	73	27
Utah	73	27
Virginia	73	27
Washington	73	27
Iowa	71	29
Ohio	71	29
Idaho	70	30
Kansas	70	30
Minnesota	70	30
Montana	70	30
New Mexico	70	30
New York	70	30
Oklahoma	70	30
Pennsylvania	70	30
Rhode Island	70	30
Tennessee	70	30
Alaska	69	31
Arizona	69	31
Delaware	69	31
Michigan	69	31
Missouri	69	31
North Dakota	69	31
Nevada	68	32
California	67	33
Nebraska	67	33
New Hampshire	67	33
New Jersey	67	33
Wisconsin	67	33
Colorado	66	34
Connecticut	66	34
Maine	66	34
Indiana	65	35
Massachusetts	65	35
Wyoming	65	35
South Dakota	64	36
Oregon	63	37
Vermont	62	38
Illinois	61	39

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 61. TEACHERS CANNOT DO THEIR BEST WITHOUT A CLASSROOM TO CALL THEIR OWN

	AGREE	DISAGREE
ALL TEACHERS	79%	21%
California	87	13
New York	85	15
South Carolina	84	16
Washington	84	16
Alabama	83	17
Florida	82	18
Indiana	82	18
Maryland	82	18
Nevada	82	18
New Mexico	82	18
Virginia	82	18
Arkansas	81	19
Delaware	81	19
Connecticut	80	20
Massachusetts	80	20
Kansas	79	21
Kentucky	79	21
Maine	79	21
Michigan	79	21
New Jersey	79	21
Pennsylvania	79	21
Rhode Island	79	21
Arizona	78	22
Georgia	78	22
Idaho	78	22
Tennessee	78	22
Texas	78	22
Vermont	78	22
West Virginia	78	22
Iowa	77	23
Missouri	77	23
New Hampshire	77	23
North Carolina	77	23
Ohio	77	23
Hawaii	76	24
Mississippi	76	24
Wisconsin	76	24
Colorado	75	25
Illinois	75	25
Louisiana	75	25
South Dakota	75	25
Utah	75	25
Minnesota	74	26
Oklahoma	74	26
Alaska	73	27
Montana	72	28
Oregon	72	28
Wyoming	69	31
Nebraska	68	32
North Dakota	66	34

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 62. TEACHERS' AIDES SHOULD NOT BE USED TO HELP INSTRUCT STUDENTS

	AGREE	DISAGREE
ALL TEACHERS	22%	78%
Minnesota	35	65
Oklahoma	29	71
Alabama	28	72
Iowa	27	73
New Jersey	27	73
New York	27	73
Massachusetts	26	74
Pennsylvania	26	74
Wisconsin	25	75
Rhode Island	24	76
Wyoming	24	76
Louisiana	23	77
Montana	23	77
Nevada	23	77
North Dakota	23	77
Utah	23	77
Connecticut	22	78
Indiana	22	78
Missouri	22	78
Nebraska	22	78
New Mexico	22	78
Ohio	22	78
South Dakota	22	78
West Virginia	22	78
Arkansas	21	79
Hawaii	21	79
Idaho	21	79
Kentucky	21	79
Mississippi	21	79
Tennessee	21	79
Colorado	20	80
Delaware	20	80
Kansas	20	80
North Carolina	20	80
South Carolina	20	80
Texas	20	80
Virginia	20	80
Florida	19	81
New Hampshire	19	81
California	18	82
Georgia	18	82
Michigan	18	82
Illinois	17	83
Maryland	17	83
Washington	17	83
Alaska	16	84
Arizona	16	84
Maine	16	84
Vermont	15	85
Oregon	10	90

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 63. TRACKING STUDENTS BY ABILITY IS A USEFUL WAY FOR SCHOOLS TO DEAL WITH DIVERSITY

	AGREE	DISAGREE
ALL TEACHERS	63%	37%
Alabama	75	25
Pennsylvania	74	26
South Carolina	73	27
Florida	71	29
Mississippi	71	29
Georgia	70	30
Louisiana	69	31
Massachusetts	69	31
New Jersey	68	32
Rhode Island	68	32
Texas	68	32
West Virginia	68	32
Arkansas	67	33
Delaware	67	33
Maryland	67	33
North Carolina	67	33
Kentucky	66	34
Tennessee	66	34
Oklahoma	65	35
Hawaii	64	36
New York	64	36
Virginia	64	36
Indiana	63	37
Ohio	63	37
Illinois	62	38
Connecticut	60	40
Nevada	60	40
New Mexico	60	40
Utah	60	40
Alaska	58	42
Arizona	58	42
Washington	58	42
Missouri	57	43
Nebraska	57	43
New Hampshire	57	43
Colorado	56	44
Minnesota	56	44
Wisconsin	56	44
Maine	55	45
Kansas	54	46
Montana	54	46
California	53	47
North Dakota	53	47
South Dakota	53	47
Iowa	51	49
Michigan	51	49
Oregon	51	49
Vermont	51	49
Wyoming	51	49
Idaho	50	50

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER V

Teacher Involvement In Decisionmaking

One of the most important indicators of the condition of teaching is the degree to which teachers participate in key decisions affecting their work. In the Carnegie survey, teachers were asked to assess their decisionmaking role in ten areas, ranging from shaping the curriculum and setting standards for students, to selecting new teachers and deciding how school budgets are spent. On most issues, the majority of teachers report they are not involved.

Curriculum and Instructional Materials

While the majority of teachers surveyed say they are involved in curriculum decisions (Table 64), more than one-third say they are not involved. Vermont, Maine, Wyoming, Minnesota, and Montana rank the highest in the percentage of teachers who report involvement, while less than half the teachers in Louisiana, Florida, West Virginia, Maryland, and Nevada say they are involved.

A higher proportion of teachers nationally report being involved in choosing textbooks and instructional materials than in shaping the curriculum. Almost eight in ten teachers say they are involved in choosing textbooks and instructional materials (Table 65). Those states with the highest levels of involvement are Vermont, North Dakota, Oklahoma, and Hawaii.

Standards for Students

Only one-third of teachers are involved in setting student promotion and retention policies, ranging from 21 percent in Florida to 50 percent in Vermont (Table 66).

Less than half of all teachers say they are involved in setting formal standards for student behavior (Table 67). Those states with the smallest percentages of

teachers reporting involvement (37 percent) are Rhode Island, New Jersey, and Florida, while the broadest involvement is reported in Oregon, California, Washington, Maine, and Wyoming.

Teacher involvement in student tracking ranges from 36 percent in Louisiana to 63 percent in Minnesota (Table 68).

Professional Standards and Budget Policies

On average, only one teacher in ten reports being involved in evaluating the performance of other teachers (Table 69). Involvement is highest among teachers in Utah and Georgia (20 percent) and lowest in Florida, Nevada, New Jersey, and Rhode Island (6 percent).

When it comes to involvement in designing staff development and in-service programs, 82 percent of Oklahoma teachers report they play a role, nearly twice the national average of 43 percent (Table 70). At the other end of the scale, less than one-third of all teachers in Rhode Island, Nevada, and Hawaii report involvement in designing professional development programs.

The involvement of Oklahoma teachers is at the opposite extreme when it comes to involvement in selecting new teachers. Only New Jersey and Louisiana have a lower teacher involvement rate for this activity (Table 71). Teachers in Colorado, New Hampshire, and Oregon report the highest levels of involvement--20 percent. Nationwide, the average rate is only 7 percent. Teacher involvement in the selection of administrators is also only 7 percent (Table 72).

Not surprisingly, states that rank highest on teacher involvement in the selection of new teachers also tend to rank highest in teacher involvement in the selection of administrators.

Two in ten teachers report involvement in deciding how the school budget is spent (Table 73). Hawaii's 57 percent involvement rate is the highest by far. At the lower extreme are North Dakota, Arkansas, South Dakota, Louisiana, and Oklahoma.

TABLE 64. HOW INVOLVED ARE TEACHERS IN SHAPING THE CURRICULUM AT YOUR SCHOOL?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	63%	37%
Vermont	85	15
Maine	82	18
Wyoming	81	19
Minnesota	79	21
Montana	78	22
Wisconsin	77	23
Kansas	76	24
New Hampshire	76	24
South Dakota	76	24
Iowa	75	25
Nebraska	75	25
Pennsylvania	74	26
Oregon	72	28
Delaware	71	29
Indiana	71	29
Massachusetts	71	29
North Dakota	71	29
Colorado	70	30
Ohio	70	30
Rhode Island	70	30
Hawaii	69	31
Missouri	69	31
Alaska	68	32
Connecticut	68	32
Washington	68	32
Idaho	67	33
New Mexico	67	33
Michigan	66	34
New Jersey	66	34
Kentucky	64	36
Utah	63	37
California	62	38
Illinois	62	38
New York	62	38
Oklahoma	62	38
Texas	62	38
Arizona	61	39
South Carolina	61	39
Virginia	61	39
Mississippi	59	41
Tennessee	55	45
Georgia	54	46
North Carolina	53	47
Alabama	51	49
Arkansas	51	49
Nevada	46	54
Maryland	44	56
West Virginia	43	57
Florida	42	58
Louisiana	40	60

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 65. HOW INVOLVED ARE TEACHERS IN CHOOSING WHICH TEXTBOOKS AND INSTRUCTIONAL MATERIALS ARE USED?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	79%	21%
Vermont	93	7
North Dakota	92	8
Oklahoma	92	8
Hawaii	91	9
Indiana	90	10
Iowa	90	10
Kansas	90	10
Montana	90	10
South Dakota	90	10
Maine	89	11
Wyoming	89	11
Arkansas	88	12
Minnesota	88	12
New Mexico	88	12
Michigan	87	13
Nebraska	87	13
Oregon	87	13
South Carolina	87	13
Wisconsin	87	13
Illinois	86	14
Kentucky	85	15
Missouri	85	15
Delaware	84	16
Ohio	84	16
Pennsylvania	84	16
Colorado	83	17
Idaho	83	17
Virginia	82	18
Mississippi	81	19
Alaska	79	21
New Hampshire	79	21
Arizona	78	22
New York	78	22
Texas	78	22
Washington	78	22
Massachusetts	76	24
North Carolina	76	24
Utah	76	24
California	74	26
Georgia	74	26
Connecticut	73	27
Nevada	73	27
New Jersey	73	27
Alabama	71	29
Tennessee	71	29
Rhode Island	68	32
West Virginia	67	33
Florida	64	36
Louisiana	63	37
Maryland	61	39

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 66. HOW INVOLVED ARE TEACHERS IN SETTING STUDENT PROMOTION AND RETENTION POLICIES?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	34%	66%
Vermont	50	50
South Dakota	49	51
Maine	47	53
Alaska	45	55
Kentucky	45	55
Minnesota	45	55
Montana	44	56
Arizona	43	57
North Dakota	43	57
New Hampshire	42	58
California	41	59
Michigan	41	59
Oregon	41	59
Arkansas	39	61
Illinois	39	61
Wyoming	39	61
Alabama	38	62
Colorado	38	62
Tennessee	38	62
Hawaii	37	63
Iowa	37	63
Kansas	37	63
Oklahoma	37	63
Mississippi	36	64
New York	36	64
North Carolina	36	64
Washington	36	64
Georgia	35	65
Indiana	35	65
Missouri	35	65
Idaho	34	66
New Mexico	34	66
Wisconsin	34	66
Connecticut	33	67
New Jersey	33	67
Pennsylvania	33	67
Nebraska	32	68
Rhode Island	31	69
Delaware	30	70
South Carolina	30	70
Virginia	30	70
Massachusetts	29	71
Ohio	29	71
Louisiana	27	73
West Virginia	27	73
Utah	26	74
Nevada	25	75
Maryland	24	76
Texas	24	76
Florida	21	79

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 67. HOW INVOLVED ARE TEACHERS IN SETTING FORMAL SCHOOL STANDARDS FOR STUDENT BEHAVIOR?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	47%	53%
Oregon	68	32
California	64	36
Washington	64	36
Maine	63	37
Wyoming	63	37
Arizona	60	40
Vermont	60	40
Alaska	59	41
Colorado	59	41
Utah	59	41
Minnesota	57	43
Mississippi	56	44
Hawaii	54	46
Idaho	53	47
New Hampshire	52	48
West Virginia	52	48
Kansas	51	49
Maryland	51	49
Michigan	51	49
Montana	51	49
South Carolina	51	49
South Dakota	50	50
North Carolina	49	51
Nebraska	48	52
North Dakota	48	52
Wisconsin	48	52
Alabama	47	53
Arkansas	47	53
Connecticut	47	53
Missouri	47	53
Tennessee	47	53
Illinois	46	54
Kentucky	46	54
Iowa	45	55
Louisiana	45	55
Nevada	44	56
New Mexico	43	57
New York	43	57
Texas	43	57
Georgia	41	59
Virginia	41	59
Massachusetts	40	60
Ohio	40	60
Oklahoma	40	60
Delaware	39	61
Pennsylvania	39	61
Indiana	38	62
Florida	37	63
New Jersey	37	63
Rhode Island	37	63

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 68. HOW INVOLVED ARE TEACHERS IN DETERMINING WHETHER STUDENTS ARE TRACKED BY ABILITY INTO SPECIAL CLASSES?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	45%	55%
Minnesota	63	37
Maine	60	40
Wyoming	57	43
New Hampshire	56	44
Oregon	56	44
Vermont	56	44
Alaska	55	45
Colorado	55	45
Montana	55	45
South Dakota	55	45
Nebraska	54	46
Hawaii	53	47
Kentucky	53	47
Washington	53	47
Georgia	52	48
Wisconsin	51	49
Mississippi	50	50
Idaho	48	52
Iowa	48	52
North Dakota	48	52
Alabama	47	53
Arizona	47	53
Connecticut	47	53
Kansas	46	54
Massachusetts	46	54
Oklahoma	46	54
South Carolina	46	54
Utah	46	54
Illinois	45	55
Indiana	45	55
Tennessee	45	55
Arkansas	44	56
Maryland	44	56
New York	44	56
New Mexico	43	57
North Carolina	43	57
Michigan	42	58
Missouri	42	58
Texas	42	58
Virginia	41	59
California	40	60
Delaware	40	60
New Jersey	40	60
Ohio	40	60
Rhode Island	40	60
Florida	39	61
West Virginia	39	61
Nevada	38	62
Pennsylvania	38	62
Louisiana	36	64

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 69. HOW INVOLVED ARE TEACHERS IN EVALUATING TEACHER PERFORMANCE?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	10%	90%
Georgia	20	80
Utah	20	80
Arizona	17	83
Mississippi	17	83
North Carolina	17	83
South Carolina	16	84
Vermont	16	84
Colorado	14	86
Hawaii	14	86
Maine	14	86
Minnesota	14	86
Virginia	14	86
Alaska	13	87
Connecticut	13	87
Kentucky	13	87
Tennessee	13	87
Arkansas	12	88
Illinois	11	89
Massachusetts	11	89
New Hampshire	11	89
Ohio	11	89
West Virginia	11	89
Kansas	10	90
Oregon	10	90
Nebraska	9	91
South Dakota	9	91
Wisconsin	9	91
Alabama	8	92
California	8	92
Delaware	8	92
Louisiana	8	92
Maryland	8	92
Missouri	8	92
New Mexico	8	92
Oklahoma	8	92
Texas	8	92
Wyoming	8	92
Idaho	7	93
Indiana	7	93
Iowa	7	93
Michigan	7	93
Montana	7	93
New York	7	93
North Dakota	7	93
Pennsylvania	7	93
Washington	7	93
Florida	6	94
Nevada	6	94
New Jersey	6	94
Rhode Island	6	94

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 70. HOW INVOLVED ARE TEACHERS IN DESIGNING STAFF DEVELOPMENT AND IN-SERVICE PROGRAMS?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	43%	57%
Oklahoma	82	18
Maine	62	38
Connecticut	61	39
New Hampshire	61	39
Wisconsin	57	43
Michigan	55	45
Kansas	54	46
Mississippi	54	46
Alaska	53	47
South Dakota	53	47
Kentucky	52	48
California	51	49
Tennessee	51	49
Vermont	50	50
South Carolina	49	51
Minnesota	48	52
Washington	48	52
Idaho	46	54
Montana	46	54
Ohio	46	54
Alabama	45	55
Illinois	45	55
Colorado	43	57
Florida	43	57
Nebraska	43	57
North Carolina	42	58
Arkansas	41	59
Iowa	41	59
Arizona	40	60
Delaware	40	60
Maryland	40	60
Massachusetts	39	61
Indiana	38	62
New York	38	62
Oregon	38	62
West Virginia	38	62
Georgia	37	63
North Dakota	37	63
Utah	37	63
Louisiana	36	64
Wyoming	36	64
New Jersey	34	66
New Mexico	34	66
Pennsylvania	34	66
Virginia	34	66
Missouri	33	67
Texas	33	67
Hawaii	32	68
Nevada	31	69
Rhode Island	30	70

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 71. HOW INVOLVED ARE TEACHERS IN SELECTING NEW TEACHERS?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	7%	93%
Colorado	20	80
New Hampshire	20	80
Oregon	20	80
Washington	18	82
California	17	83
Minnesota	17	83
Vermont	17	83
Maine	16	84
Wyoming	16	84
Idaho	13	87
Arizona	12	88
Utah	10	90
Hawaii	9	91
New York	9	91
Alaska	8	92
Massachusetts	8	92
South Dakota	8	92
Connecticut	7	93
Michigan	7	93
Montana	7	93
Wisconsin	7	93
Iowa	6	94
Delaware	5	95
Florida	5	95
Indiana	5	95
Kansas	5	95
Missouri	5	95
Nebraska	5	95
Nevada	5	95
Ohio	5	95
Pennsylvania	5	95
Rhode Island	5	95
Alabama	4	96
Arkansas	4	96
Illinois	4	96
Maryland	4	96
Mississippi	4	96
New Mexico	4	96
North Carolina	4	96
North Dakota	4	96
South Carolina	4	96
Texas	4	96
Virginia	4	96
West Virginia	4	96
Georgia	3	97
Kentucky	3	97
Oklahoma	3	97
Tennessee	3	97
New Jersey	2	98
Louisiana	1	99

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers

TABLE 72. HOW INVOLVED ARE TEACHERS IN SELECTING NEW ADMINISTRATORS?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	7%	93%
Vermont	20	80
New Hampshire	19	81
Maine	14	86
Wyoming	14	86
Massachusetts	13	87
Oregon	13	87
Delaware	12	88
Minnesota	12	88
Washington	12	88
California	11	89
Colorado	11	89
New York	11	89
Connecticut	10	90
Iowa	10	90
Arizona	9	91
Pennsylvania	9	91
Idaho	8	92
Michigan	8	92
South Dakota	8	92
Wisconsin	8	92
Alaska	7	93
Rhode Island	7	93
Kentucky	6	94
Louisiana	6	94
Nebraska	6	94
Illinois	5	95
Indiana	5	95
Mississippi	5	95
Missouri	5	95
Montana	5	95
New Jersey	5	95
Ohio	5	95
Georgia	4	96
Kansas	4	96
Maryland	4	96
New Mexico	4	96
North Carolina	4	96
North Dakota	4	96
Tennessee	4	96
Utah	4	96
Alabama	3	97
Arkansas	3	97
Florida	3	97
Oklahoma	3	97
South Carolina	3	97
Texas	3	97
Virginia	3	97
Hawaii	2	98
West Virginia	2	98
Nevada	1	99

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 73. HOW INVOLVED ARE TEACHERS IN DECIDING HOW THE SCHOOL BUDGET IS SPENT?

	INVOLVED	NOT VERY INVOLVED
ALL TEACHERS	20%	80%
Hawaii	57	43
Vermont	39	61
Colorado	36	64
California	35	65
Wyoming	34	66
New Hampshire	32	68
Maine	29	71
Massachusetts	29	71
Oregon	29	71
Wisconsin	29	71
North Carolina	28	72
Nevada	27	73
Washington	25	75
Alaska	24	76
South Carolina	23	77
Utah	23	77
Connecticut	22	78
Delaware	21	79
Florida	20	80
Minnesota	20	80
Texas	20	80
Alabama	19	81
Georgia	19	81
Nebraska	19	81
Arizona	18	82
Maryland	18	82
Missouri	18	82
New York	18	82
Idaho	17	83
Montana	17	83
Rhode Island	17	83
Kentucky	16	84
Tennessee	16	84
Virginia	16	84
Iowa	15	85
Michigan	15	85
New Mexico	15	85
Ohio	14	86
Pennsylvania	14	86
Indiana	13	87
Kansas	13	87
Illinois	12	88
West Virginia	12	88
Mississippi	11	89
New Jersey	11	89
Louisiana	10	90
Oklahoma	10	90
South Dakota	10	90
Arkansas	9	91
North Dakota	8	92

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

CHAPTER VI

The Status Of The Profession

In the final analysis, teachers are in a unique position to provide insights on such issues as the quality of their preparation and in-service experiences and the degree to which their professional expectations have been met.

More than three-fourths of teachers surveyed say they are satisfied with their jobs in the public schools. But in a number of important areas, most notably the involvement of parents in their children's education, the majority of teachers say their expectations have not been met.

Pre-Service and In-Service Preparation

Forty percent of teachers surveyed describe their specialized education as "fair" or "poor" (Table 74). Teachers regard their academic preparation and student teaching experience more favorably. Nationally, 18 percent rate their academic preparation as "fair" or "poor," while 23 percent give that assessment to their student teaching preparation.

Most critical of their academic preparation are teachers in Oregon, Nevada, Arizona, Montana, Washington, and Wyoming. Most critical of their student teaching preparation are teachers in Oregon, Arkansas, and Kansas.

The perspectives of teachers on the value of in-service activities also vary by type of experience (Table 75). Informal meetings with other teachers receive extremely high ratings as a useful part of in-service development. Ninety-one percent of all teachers surveyed believe meetings and conversations with other teachers to share problems, ideas, and materials are useful. No other component of their in-service experiences even approaches such a widespread favorable rating.

Reading professional journals, classroom observation, and graduate study related to teaching methods are viewed as useful by a majority of teachers. Thirty-nine percent of teachers find required in-service seminars useful, and committee

work was reported as useful by only 20 percent of teachers.

Two-thirds of teachers surveyed describe the time available for meeting with colleagues during school hours as "good" or "excellent" (Table 76); 6 percent say time to meet with colleagues is not available to them.

Assessment of Education Officials

About four in ten teachers give their principals a "fair" or "poor" rating on communicating with teachers, openness to suggestions, and cutting red tape for teachers (Table 77). On support for teachers and sense of mission for education, the principals fare better; only 29 percent of the teachers rate their principal as "fair" or "poor."

The more distant the education official is from the teacher's classroom, the less favorable the rating is likely to be (Table 78). Half the nation's teachers rate the performance of state education officials as "fair" or "poor," while less than one-third express that view on the overall performance of their principal. Thirty-seven percent of teachers give a "fair" or "poor" rating to their superintendent, and 46 percent so rated the performance of school board members.

Nearly two in three teachers consider legislative support in their state to be "fair" or "poor" (Table 79). The highest levels of dissatisfaction are recorded in West Virginia, Utah, Idaho, Louisiana, Montana, New Hampshire, and New Mexico. At the other end of the spectrum are Minnesota, Connecticut, Virginia, New York, Wisconsin, and South Carolina, where in each case, at least six in ten teachers say legislative support is "good" or "excellent."

Professional Expectations

More than half of all teachers surveyed find parents' willingness to be involved in the education of their children and respect for teachers in the community to be "worse than expected" (Table 80).

Nationwide, 36 percent of teachers find opportunity for advancement worse than they expected. The responses range from 24 percent of teachers in Hawaii to 45 percent in North Carolina.

Only 17 percent of teachers describe job security as worse than expected. There is, however, wide variation among states--ranging from 41 percent of New Mexico teachers to just 9 percent in Hawaii and Nevada.

When asked to assess whether their expectations have been met regarding their ability to help students learn, only 10 percent of teachers expressed disappointment. Worse-than-expected ratings are more prevalent on the issue of intellectual satisfaction (23 percent).

Satisfaction and Morale

Seventy-seven percent of American teachers report satisfaction with their jobs in the public schools (Table 81). Responses range from 90 percent of Wyoming teachers to 65 percent of West Virginia teachers. The majority of teachers surveyed also plan to remain in the profession until they retire, and less than 10 percent report a desire to leave the profession soon (Table 82).

While overall satisfaction remains relatively high, more than three-quarters of the nation's teachers do not believe teacher morale has improved since 1983 when the school reform movement began in earnest (Table 83).

TABLE 74. PERCENTAGE OF TEACHERS WHO EVALUATE THEIR PRE-SERVICE PREPARATION AS "FAIR" OR "POOR"

	ACADEMIC PREPARATION	PROFESSIONAL PREPARATION	STUDENT TEACHING
ALL TEACHERS	18%	40%	23%
Alabama	15	34	23
Alaska	24	42	24
Arizona	25	49	23
Arkansas	23	47	29
California	24	41	25
Colorado	22	44	21
Connecticut	17	38	20
Delaware	12	36	21
Florida	15	38	26
Georgia	17	35	22
Hawaii	20	39	19
Idaho	21	43	23
Illinois	16	39	25
Indiana	16	43	18
Iowa	15	45	23
Kansas	19	43	28
Kentucky	17	35	21
Louisiana	12	30	17
Maine	19	43	16
Maryland	18	36	20
Massachusetts	12	36	24
Michigan	22	46	21
Minnesota	20	46	21
Mississippi	11	29	21
Missouri	17	43	24
Montana	25	47	22
Nebraska	16	39	21
Nevada	26	44	22
New Hampshire	17	40	21
New Jersey	13	32	18
New Mexico	21	43	26
New York	16	42	23
North Carolina	13	34	22
North Dakota	21	39	18
Ohio	22	48	25
Oklahoma	18	39	24
Oregon	27	50	31
Pennsylvania	13	41	18
Rhode Island	15	36	20
South Carolina	13	28	21
South Dakota	21	36	23
Tennessee	22	44	26
Texas	20	41	26
Utah	23	42	24
Vermont	20	39	22
Virginia	18	38	23
Washington	25	46	22
West Virginia	19	47	23
Wisconsin	21	44	25
Wyoming	25	50	26

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 75. PERCENTAGE OF TEACHERS WHO RATE THEIR IN-SERVICE PREPARATION FOR TEACHING AS "USEFUL"

	REQUIRED IN-SERVICE PROGRAMS	GRADUATE STUDY RELATED TO TEACHING METHODS	CLASSROOM OBSERVATION	READING PROFESSIONAL JOURNALS	WORK ON LOCAL, STATE, OR NATIONAL COMMITTEES	INFORMAL MEETINGS WITH OTHER TEACHERS
ALL TEACHERS	39%	54%	53%	62%	20%	91%
Alabama	38	55	47	67	26	90
Alaska	46	68	58	63	23	93
Arizona	44	59	63	60	18	93
Arkansas	45	54	43	60	25	90
California	46	57	68	56	18	96
Colorado	45	67	59	57	22	92
Connecticut	38	44	58	62	22	93
Delaware	33	53	55	59	27	94
Florida	43	51	49	59	22	88
Georgia	44	61	53	66	24	91
Hawaii	55	54	50	69	16	94
Idaho	39	65	54	61	28	91
Illinois	42	55	52	62	14	92
Indiana	41	41	62	58	17	92
Iowa	40	59	51	62	22	91
Kansas	41	66	47	58	19	92
Kentucky	32	55	58	59	22	90
Louisiana	48	59	47	65	23	89
Maine	41	48	66	66	24	95
Maryland	42	53	59	58	20	90
Massachusetts	31	46	47	63	17	89
Michigan	45	54	51	62	18	91
Minnesota	48	60	56	61	24	94
Mississippi	47	60	54	68	28	92
Missouri	34	53	48	63	20	93
Montana	45	64	57	62	26	94
Nebraska	43	65	59	64	27	93
Nevada	43	52	53	53	16	90
New Hampshire	36	53	64	65	26	92
New Jersey	33	39	52	66	18	90
New Mexico	38	55	56	66	30	89
New York	34	43	55	59	15	89
North Carolina	56	48	50	72	28	94
North Dakota	49	70	46	65	22	92
Ohio	34	54	48	59	15	88
Oklahoma	46	53	53	60	26	88
Oregon	46	61	60	56	21	94
Pennsylvania	32	56	55	62	18	88
Rhode Island	34	49	54	60	17	90
South Carolina	38	69	47	64	23	93
South Dakota	57	65	52	67	22	93
Tennessee	36	51	58	68	26	93
Texas	29	52	43	65	18	90
Utah	50	54	60	48	20	90
Vermont	32	64	65	65	24	93
Virginia	38	61	48	65	24	94
Washington	45	66	61	58	17	93
West Virginia	25	62	38	59	21	89
Wisconsin	41	59	51	68	23	92
Wyoming	51	69	63	69	26	91

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 76. HOW WOULD YOU RATE THE TIME AVAILABLE FOR MEETING WITH COLLEAGUES DURING SCHOOL HOURS?

	EXCELLENT/ GOOD	FAIR/ POOR	NOT AVAILABLE
ALL TEACHERS	66%	28%	6%
Kentucky	65	22	12
Georgia	63	26	11
Arkansas	63	26	10
Louisiana	66	25	9
Alabama	72	19	8
Illinois	66	26	8
Maine	73	19	8
Mississippi	63	29	8
North Carolina	71	21	8
Tennessee	68	24	8
Vermont	72	20	8
Virginia	68	24	8
California	68	25	7
New Hampshire	74	19	7
New Jersey	66	28	7
South Carolina	65	27	7
West Virginia	71	21	7
Alaska	61	32	6
Idaho	65	29	6
Missouri	70	24	6
Montana	59	34	6
Nebraska	64	30	6
Nevada	55	40	6
New Mexico	63	31	6
Ohio	73	21	6
Oklahoma	62	33	6
Pennsylvania	68	26	6
Utah	60	34	6
Massachusetts	73	22	5
Michigan	66	28	5
New York	68	27	5
Rhode Island	68	26	5
South Dakota	69	26	5
Texas	58	37	5
Florida	59	37	4
Kansas	67	29	4
Maryland	68	29	4
Washington	69	27	4
Wisconsin	66	30	4
Arizona	65	31	3
Connecticut	72	25	3
Delaware	69	28	3
Hawaii	62	35	3
Indiana	68	29	3
Iowa	71	26	3
Minnesota	72	25	3
Oregon	62	35	3
Wyoming	60	37	3
Colorado	69	29	2
North Dakota	63	36	1

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 77. PERCENTAGE OF TEACHERS WHO EVALUATE THEIR PRINCIPAL AS "FAIR" OR "POOR" IN THE FOLLOWING AREAS

	SUPPORT FOR TEACHERS	COMMUNICATION WITH TEACHERS	OPENNESS TO SUGGESTIONS	CUTTING RED TAPE FOR TEACHERS	SENSE OF MISSION FOR EDUCATION
ALL TEACHERS	29%	41%	40%	44%	29%
Alabama	26	37	39	39	27
Alaska	24	35	30	36	27
Arizona	29	34	37	43	27
Arkansas	21	32	30	36	24
California	27	41	34	42	29
Colorado	30	39	37	40	23
Connecticut	35	50	49	55	34
Delaware	26	40	41	46	29
Florida	30	42	40	47	29
Georgia	30	45	25	46	28
Hawaii	28	38	38	42	22
Idaho	24	39	38	38	24
Illinois	32	41	41	46	31
Indiana	27	44	41	42	28
Iowa	27	44	40	43	28
Kansas	25	38	37	39	22
Kentucky	21	34	36	36	23
Louisiana	28	38	40	40	26
Maine	28	44	37	41	26
Maryland	27	42	40	42	25
Massachusetts	33	48	48	53	36
Michigan	30	44	41	46	31
Minnesota	31	46	40	48	32
Mississippi	15	23	29	30	15
Missouri	28	42	41	50	27
Montana	30	47	47	47	28
Nebraska	28	36	37	42	24
Nevada	31	45	41	44	33
New Hampshire	34	50	42	47	35
New Jersey	31	43	45	52	33
New Mexico	28	42	40	43	26
New York	35	47	46	52	36
North Carolina	25	40	40	41	25
North Dakota	26	40	38	36	26
Ohio	29	39	40	46	30
Oklahoma	27	37	36	38	28
Oregon	22	35	33	38	22
Pennsylvania	32	44	44	50	34
Rhode Island	32	42	43	50	37
South Carolina	25	36	36	41	22
South Dakota	30	41	40	40	33
Tennessee	28	37	38	38	27
Texas	23	37	39	39	25
Utah	19	32	34	31	18
Vermont	28	42	40	43	29
Virginia	28	41	42	44	27
Washington	28	43	39	43	28
West Virginia	31	43	41	48	33
Wisconsin	33	47	44	50	34
Wyoming	27	38	36	44	28

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 78. PERCENTAGE OF TEACHERS WHO RATE THE PERFORMANCE OF EDUCATION OFFICIALS AS "FAIR" OR "POOR"

	PRINCIPAL	DISTRICT SUPERINTENDENT	DISTRICT SCHOOL BOARD MEMBERS	STATE EDUCATION OFFICIALS
ALL TEACHERS	32%	37%	46%	50%
Alabama	28	29	40	50
Alaska	31	50	67	60
Arizona	29	37	46	59
Arkansas	27	31	41	64
California	29	41	52	43
Colorado	31	39	45	44
Connecticut	39	42	51	35
Delaware	30	28	39	39
Florida	31	38	47	54
Georgia	30	30	38	41
Hawaii	29	33	65	51
Idaho	29	39	41	53
Illinois	36	41	48	53
Indiana	33	44	51	67
Iowa	35	37	40	45
Kansas	25	32	44	43
Kentucky	24	30	40	60
Louisiana	30	35	50	80
Maine	30	40	47	40
Maryland	32	36	45	45
Massachusetts	38	44	52	52
Michigan	38	42	48	42
Minnesota	37	33	43	38
Mississippi	16	27	31	51
Missouri	30	35	48	47
Montana	38	43	50	59
Nebraska	29	29	37	34
Nevada	35	48	52	49
New Hampshire	39	43	47	63
New Jersey	36	43	57	48
New Mexico	33	37	43	61
New York	36	44	47	51
North Carolina	29	35	41	35
North Dakota	29	30	39	30
Ohio	33	32	45	52
Oklahoma	30	34	41	59
Oregon	26	38	43	46
Pennsylvania	36	43	56	57
Rhode Island	37	34	57	41
South Carolina	25	26	40	34
South Dakota	34	37	45	52
Tennessee	31	32	43	51
Texas	26	28	38	65
Utah	22	39	44	57
Vermont	31	41	42	46
Virginia	32	36	43	30
Washington	33	34	38	40
West Virginia	34	42	63	73
Wisconsin	38	38	57	25
Wyoming	28	54	56	42

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 79. HOW WOULD YOU RATE THE LEVEL OF LEGISLATIVE SUPPORT FOR EDUCATION IN YOUR STATE?

	EXCELLENT/ GOOD	FAIR/ POOR
ALL TEACHERS	37%	63%
Minnesota	75	25
Connecticut	71	29
Virginia	70	30
New York	66	34
Wisconsin	61	39
South Carolina	60	40
Michigan	59	41
Rhode Island	59	41
Wyoming	59	41
Maine	56	44
New Jersey	56	44
Massachusetts	54	46
Georgia	49	51
Delaware	48	52
North Carolina	47	53
Tennessee	44	56
Vermont	41	59
Pennsylvania	40	60
Alaska	39	61
Maryland	38	62
Hawaii	34	66
Illinois	34	66
Kentucky	33	67
North Dakota	33	67
Alabama	32	68
Nevada	32	68
Florida	28	72
Iowa	28	72
Ohio	28	72
Missouri	27	73
Colorado	26	74
Texas	26	74
Arkansas	25	75
Washington	24	76
Nebraska	23	77
Indiana	21	79
Kansas	21	79
California	20	80
Oregon	20	80
Mississippi	19	81
Oklahoma	17	83
Arizona	16	84
South Dakota	14	86
Montana	12	88
New Hampshire	12	88
New Mexico	12	88
Idaho	7	93
Louisiana	7	93
Utah	6	94
West Virginia	2	98

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 80. PERCENTAGE OF TEACHERS WHO SAY THEIR EXPECTATIONS HAVE BEEN "WORSE THAN EXPECTED" IN THE FOLLOWING AREAS

	PARENTS' WILLINGNESS TO BE INVOLVED	RESPECT FOR TEACHERS IN THE COMMUNITY	ABILITY TO HELP STUDENTS LEARN	INTELLECTUAL SATISFACTION	OPPORTUNITY FOR ADVANCEMENT	JOB SECURITY
ALL TEACHERS	50%	52%	10%	23%	30%	17%
Alabama	61	45	11	23	39	14
Alaska	57	48	9	20	25	26
Arizona	59	49	12	22	35	12
Arkansas	59	55	9	23	43	24
California	57	55	9	21	37	13
Colorado	52	54	8	19	32	14
Connecticut	48	57	8	21	34	13
Delaware	61	49	7	23	30	14
Florida	64	54	11	30	38	10
Georgia	57	41	13	20	37	15
Hawaii	53	39	9	19	24	9
Idaho	54	59	11	20	38	15
Illinois	58	58	9	21	39	22
Indiana	58	51	9	24	33	19
Iowa	46	49	5	20	39	28
Kansas	41	40	7	15	34	14
Kentucky	56	52	9	19	34	11
Louisiana	63	57	8	21	40	15
Maine	47	50	5	19	30	12
Maryland	55	48	11	23	32	13
Massachusetts	55	64	8	26	42	25
Michigan	54	54	11	22	37	23
Minnesota	43	53	6	20	37	30
Mississippi	62	40	10	17	39	25
Missouri	59	50	9	21	35	19
Montana	52	59	6	17	35	32
Nebraska	46	46	7	17	35	18
Nevada	61	59	10	24	32	9
New Hampshire	52	56	7	20	36	10
New Jersey	50	54	10	27	37	13
New Mexico	56	51	9	20	40	41
New York	54	58	12	33	41	13
North Carolina	63	51	10	28	45	12
North Dakota	44	53	5	15	40	35
Ohio	52	46	9	23	32	20
Oklahoma	61	47	10	25	42	31
Oregon	46	46	8	18	27	19
Pennsylvania	50	58	9	25	31	15
Rhode Island	55	61	11	26	34	20
South Carolina	59	43	10	20	36	17
South Dakota	44	56	4	14	40	21
Tennessee	59	51	12	24	39	15
Texas	63	48	9	19	34	16
Utah	50	60	9	17	37	13
Vermont	49	55	7	18	31	18
Virginia	54	46	12	23	34	14
Washington	53	50	9	21	30	15
West Virginia	56	59	11	24	40	24
Wisconsin	51	56	6	15	38	23
Wyoming	48	43	6	15	26	25

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 81. OVERALL HOW SATISFIED ARE YOU WITH YOUR JOB AS A TEACHER IN THE PUBLIC SCHOOLS?

	SATISFIED	NOT VERY SATISFIED
ALL TEACHERS	77%	23%
Wyoming	90	10
Kansas	86	14
Minnesota	86	14
Nebraska	86	14
Oregon	85	15
Iowa	84	16
Maine	84	16
Colorado	83	17
North Dakota	83	17
Alaska	82	18
Montana	82	18
South Dakota	82	18
Connecticut	81	19
Vermont	81	19
Wisconsin	81	19
Illinois	80	20
Missouri	80	20
California	79	21
Delaware	79	21
New Hampshire	79	21
Ohio	79	21
Oklahoma	79	21
South Carolina	79	21
Virginia	79	21
Washington	79	21
Idaho	78	22
Indiana	78	22
Michigan	78	22
Mississippi	78	22
Rhode Island	78	22
Georgia	77	23
Kentucky	77	23
Nevada	77	23
Pennsylvania	77	23
Alabama	76	24
Hawaii	76	24
Massachusetts	76	24
New Jersey	76	24
New Mexico	76	24
New York	76	24
Arizona	75	25
Texas	75	25
Utah	75	25
Arkansas	74	26
Tennessee	74	26
Maryland	73	27
North Carolina	71	29
Louisiana	70	30
Florida	69	31
West Virginia	65	35

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 82. WHICH ONE OF THE FOLLOWING BEST DESCRIBES YOUR CAREER PLANS RIGHT NOW?

	I PLAN TO TEACH UNTIL I RETIRE	I MAY TAKE TIME OFF	I WILL PROBABLY CONTINUE TEACHING	I DEFINITELY PLAN TO LEAVE AS SOON AS I CAN	I AM UNDECIDED
ALL TEACHERS	50%	6%	21%	7%	10%
Michigan	65	5	17	6	7
Ohio	65	5	19	4	7
Connecticut	64	6	15	4	12
Hawaii	64	6	19	5	5
Kentucky	64	5	16	6	9
California	63	7	16	6	8
Rhode Island	62	6	17	7	8
Washington	62	6	17	6	9
Delaware	61	10	15	4	10
Pennsylvania	61	6	19	5	9
Louisiana	59	6	19	10	5
Minnesota	59	6	24	4	7
Oklahoma	59	5	20	5	11
Wyoming	59	9	20	4	9
Maryland	58	3	20	6	12
Alabama	57	4	20	6	13
Illinois	57	5	22	6	9
Missouri	57	5	23	6	9
New Jersey	57	6	19	6	12
New Mexico	57	3	21	8	11
Wisconsin	57	5	23	7	8
Montana	56	11	18	5	10
Indiana	55	5	26	6	8
Maine	55	7	22	6	10
Alaska	54	13	18	6	9
Nevada	54	8	23	7	9
Oregon	54	9	22	5	10
South Carolina	54	7	24	6	9
Colorado	53	10	19	7	11
Georgia	53	5	21	6	15
Kansas	53	8	23	4	11
New York	53	7	24	7	9
Florida	52	7	20	10	11
Virginia	52	7	22	7	11
Arizona	51	11	24	6	8
Idaho	51	7	23	7	12
Iowa	50	4	31	5	10
Mississippi	50	5	26	6	13
Nebraska	50	7	31	5	8
Tennessee	50	6	24	10	10
Texas	50	6	23	9	13
Arkansas	49	6	26	7	12
North Carolina	49	4	29	7	12
South Dakota	49	5	26	7	14
Massachusetts	48	7	25	7	14
North Dakota	48	8	26	7	11
Utah	46	8	25	10	10
West Virginia	46	2	32	6	13
New Hampshire	41	13	22	7	18
Vermont	38	14	28	5	15

Source: The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers.

TABLE 83. HOW HAS TEACHER MORALE BEEN AFFECTED BY THE SCHOOL REFORM MOVEMENT?

	BETTER	NO CHANGE	WORSE
ALL TEACHERS	23%	28%	49%
South Carolina	40	17	43
Hawaii	38	31	31
Vermont	35	31	34
Kentucky	32	30	38
Arizona	31	32	37
Delaware	31	24	44
Nebraska	31	32	38
Nevada	31	32	37
Rhode Island	31	31	38
Maine	30	42	28
California	28	30	42
Connecticut	28	34	38
Mississippi	28	15	57
Oregon	28	28	44
Idaho	27	29	43
Iowa	27	30	43
New Hampshire	27	38	36
New York	27	34	40
Michigan	26	35	38
Georgia	25	25	51
Indiana	25	32	43
Louisiana	25	15	60
South Dakota	25	39	36
Massachusetts	24	34	42
Missouri	24	31	45
Virginia	24	24	52
Alabama	23	20	56
Minnesota	23	39	38
Montana	23	20	57
Ohio	23	29	48
Wyoming	23	24	53
Colorado	21	32	47
Illinois	21	32	48
Maryland	21	30	49
Wisconsin	21	33	46
Florida	20	31	49
Pennsylvania	20	30	50
Kansas	19	39	42
North Dakota	19	32	49
Washington	19	36	44
North Carolina	18	20	62
Alaska	17	25	58
New Jersey	17	31	52
New Mexico	17	21	62
Tennessee	17	18	65
Texas	16	16	68
West Virginia	16	15	69
Oklahoma	13	24	63
Utah	13	20	68
Arkansas	11	20	68

Source: The Carnegie Foundation for the Advancement of Teaching, 1988 National Survey on School Reform.

TECHNICAL NOTES

Basic data presented in this report on the numbers and salaries of public school teachers, public school enrollments, and expenditures for education were obtained from the National Education Association. The data on minority enrollment were obtained from the U.S. Department of Education, Office of Civil Rights 1986 Elementary and Secondary School Civil Rights Survey.

The Carnegie Foundation for the Advancement of Teaching survey data used in this report were collected by two mailed questionnaires administered by the Wirthlin Group of McLean, Virginia. Most of the data in this report were obtained from the 1987 National Survey of Public School Teachers. This survey was mailed to 40,000 public elementary and secondary school teachers in all fifty states in the spring of 1987. The purpose of this research effort was to collect data covering a wide range of topics related to the teaching profession. Questionnaires were returned by 21,698 teachers, which represents a completion rate of 54.3 percent.

The 1988 National Survey on School Reform was mailed to the same sample of 40,000 school teachers in the fall of 1987. The focus of this survey effort was to learn how teachers perceive change in the school environment since widespread reform began in 1983. A total of 13,576 teachers returned questionnaires for an overall completion rate of 33.9 percent.

A stratified random-sample design was used for both surveys. Teachers' names were drawn from alphabetized lists of public school teachers employed in each state. Market Data Retrieval of Shelton, Connecticut maintains the lists, which include the names of approximately 75 percent of all public school teachers in the United States.

Every "nth" name was drawn from the lists, where "n" was determined to achieve a total sample size of 800 teachers for each state. Because the alphabetical order of names would not be expected to have any relationship with the substance of their responses, the total sample size is composed of simple random samples from each state.

Using a fixed sample size from each state does not allow for differences between states in terms of the total population of teachers. A weighting scheme was developed so that the survey response would represent the relative numbers of teachers, both at the elementary and secondary levels, in the fifty states. Each survey response was weighted based on the level and state of the responding teacher. The weights were calculated so that the total survey response would represent the true relative numbers of elementary and secondary teachers across the fifty states. Similarly, the responses were weighted to reflect the true proportion of teachers from the elementary and secondary levels within each state.

The results of any sample survey are subject to sampling variations. The magnitude of the variations is measurable, and it is affected by a number of factors, including the number of completed questionnaires. While the maximum sampling error for both surveys is less than plus or minus 1 percent, the actual error for any given question depends on the number of teachers who answered that question. In general, more than 95 percent of the teachers who returned the questionnaire answered each question.

Several questions in the 1987 National Survey of Public School Teachers called for responses along a four-point rating scale in which the end points only were labeled. Responses to these questions have been compositely reported under two categories for this publication. In addition, some responses may not add up to 100 due to rounding.

For additional information on the data presented in this report, contact the Data Trends Division at the Carnegie Foundation for the Advancement of Teaching.